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ABSTRACT

The third of five handbooks developed by Project HAPI (Handicapped Achievement Program Improvement), a multimedia staff development program to help teachers and specialists write effective individualized education programs (IEPs), is in looseleaf workbook format and focuses on children with hearing impairments. It is reported that students who received IEPs developed by staff trained in Project HAPI had overall gains in reading and mathematics which doubled and/or tripled over the three year period with 90 to 93 percent of students reaching short term objectives on schedule. Part I of the handbook focuses on a systematic approach to the IEP development with sections on what the IEP should include, and 11 sequential steps such as initial identification (Step 1), conducting the assessment (Step 6), selection of intervention materials (Step 8), and review of the IEP (Step 11). Part II is on assessment with three assessment matrixes: assessment tools related to specific categories of function, description of assessment tools listed in the first matrix, and unpublished and informal assessment tools. Part III is on intervention with an intervention materials matrix and lists of sample resource materials. Appendixes include model IEPs, addresses for vendors and publishers, and a handbook evaluation form. A separate training package contains the script of an accompanying audiocassette, sample forms (in English and Spanish), and the pre- and posttest. A 60 minute video program with guide is also available for the program. (DB)

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ASSESSMENT + INTERVENTION = IEP

A Handbook on How To Write an Individualized Education Program

for

The Hearing Impaired

Book Three

Jean Chapman

Project HAPI
Handicapped Achievement Program Improvement
An ESEA Title IV-C Project Number 3426

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July 1, 1979

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FOREWORD

On November 29, 1975, President Gerald Ford signed Public Law 94-142 (PL 94-142). On September 1, 1977, PL 94-142, "The Education for all Handicapped Act" required that individualized education programs (IEP's) be developed for handicapped students.

PL 94-142 guarantees that all handicapped pupils have access to an education which meets their needs, that all handicapped students have educational rights which entitle them to the same benefits possessed by nonhandicapped students, and that schools provide handicapped pupils with special opportunities which enable them to participate as fully as they can in regular school activities.

Among other things, PL 94-142 mandates that school personnel write individualized education programs (IEP's) for all handicapped pupils. To help educators meet this requirement of the law, Project HAPI (Handicapped Achievement Program Improvement), an ESEA Title IV-C project funded by the United States Department of Health, Education and Welfare, administered by the California State Department of Education, and operated by the Department of Education, San Diego County, was begun.

The goal of Project HAPI is the creation of materials to be used in a training program for special education teachers/specialists who must prepare individualized education programs (IEP's) leading to individual achievement in mathematics and reading by handicapped pupils, grades kindergarten through twelve.

For additional information about Project HAPI and these materials, contact Jean Chapman, project coordinator, at the Department of Education, San Diego County.

Gerald A. Rosander
Superintendent of Schools

ACKNOWLEDGMENTS

The concept and design for Project HAPI originated with Dr. Lawrence C. Barry, project director. Virginia P. McDonald was acting director of Project HAPI during 1978-79. The development of the handbooks with accompanying audio cassettes, the video film, their editing and coordination of their use in training was accomplished by Jean Chapman, project coordinator.

This handbook was written and compiled by Jean Chapman. Dr. Clayton Bennett, Dr. Mary Gene Sanders and Jean Chapman were responsible for refining and reorganizing the second field test editions based on suggestions received from special education master teacher/specialist participants in Project HAPI training workshops 1977-78. Part one of this edition was rewritten, July 1979, to reflect changes in federal and state regulations as they have occurred.

Special acknowledgment is extended to Dolores Linton, Carol Thomas, Harriet Harwayne, Madiline Mattingly, Carmen Dixon, Cheri Dean, Mary Hooper, Susan Succa, Henry Powell, Sheila Lipinsky, Madeline Bruhn, Emerald Randolph and Arlene Kagan for their contributions and assistance. Special appreciation is due Dr. Charles Watts, director, California Learning Resource Center, University of Southern California, Los Angeles, for supplying many materials for the project.

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has been designed to provide assistance to teachers for increasing handicapped student achievement in reading and mathematics. Essential to meeting this objective is the development of a structured training process to prepare school personnel for planning and implementing individualized education programs (IEP's) mandated by PL 94-142. The chief vehicle for training is a specially written handbook with accompanying instructional audio cassette, one specifically developed for each of the designated areas of exceptionality stipulated in the law.

Each handbook provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, an organized approach to prioritizing goals and objectives leading to effective writing of the IEP, and model IEP's. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

These handbooks are designed to be used as inservice training manuals for special education master teachers/specialists who, after receiving this training, will become "process change agents" for the training of other personnel.

These handbooks have been evaluated by master teachers/specialists who used a rating scale to record qualified judgments about their practicality, relevance to the task of writing IEP's, and value for improving a handicapped pupil's achievement in reading and mathematics.

Each handbook provides a systematic approach to IEP development, leading to the creation of an acceptable and effective individual program. The handbooks also include two assessment matrices. The first matrix provides a quick review of suggested assessment tools, with a description of how these tools relate to the categories of present levels of function (as outlined in the legislation: PL 94-142).

The second matrix describes those assessment tools, adding other pertinent information including function, response format, administration, time, age, grade level, normative data and source.

The handbooks also include a section on unpublished, informal assessment tools not readily available, as well as a matrix listing intervention strategies from published sources. Also offered are sample techniques and intervention materials from unpublished sources, with brief instructions selected for individual instruction.

The appendices include model IEP's, addresses of vendors offering assessment and intervention materials, special information and the handbook evaluation.

The handbooks are specifically intended for use as a part of the Project HAPI training program. They serve as guides and are the basic materials needed. In addition to the handbooks, Project HAPI staff has developed a packet of exemplary materials which provide important information and supplemental support for the training activities.

In addition to the handbooks and cassettes, Project HAPI staff has developed a video film entitled Education for the Handicapped: A Parent-School Partnership which provides an overview of the IEP process depicting identification, referral, assessment and IEP planning events in compliance with federal and state laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals such as physical therapists, doctors and parent/child advocates.

PART I

A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM INCLUDE. . .

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WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) INCLUDE- - -

> "The individualized education program (IEP) is a statement of the services to be delivered and of the anticipated goals and objectives for the pupil but it is not a contract which guarantees the accomplishment of the anticipated goals and objectives."
>
> CAC, Title 5, 3154 (9)

According to federal law (PL 94-142) and California regulations, an IEP shall include:

1. A statement of present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific educational services to be provided and the extent of participation in regular educational program.
4. The projected date for initiation and anticipated duration of services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the pupil is to be transferred from a special day class or center or nonpublic school into a regular class in a public school.
7. A secondary grade level pupil's individualized education program shall also include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and meet or exceed proficiency standards for graduation, in accordance with California Education Code, Sections 51225 and 51225.5.
8. For limited-English-speaking and non-English-speaking students, linguistically appropriate goals, objectives, programs and services.
9. Extended school year services when needed.
10. Specially designed physical education and vocational education when needed.

AN OUTLINE OF IEP COMPONENTS

The following list expands upon the mandated IEP components on page seven and provides a more detailed guide to aid in writing the IEP:

1. Personally identifiable information.
2. Dates of initiation, alteration and duration of special education.
3. Career/vocational education program.
4. Appropriate physical education program.
5. Extent of regular class placement.
6. Dominant language of home and pupil.
7. Present levels of function.
8. Health status.
9. Rationale for placement.
10. Secondary level graduation requirements.
11. Statement of annual goals.
12. Short-term instructional objectives.
13. Evaluation criteria and procedures.
14. Person(s) responsible for implementing IEP (not mandated but recommended as a promising approach).
15. Determination of extended school services.
16. IEP committee members (person charged as committee coordinator designated).
17. Rights and protections documented.
18. Written parental consent to placement documented.
19. Appropriate linguistically.

A more complete explanation of these components follows on pages 9-12.

EXPLANATION OF IEP COMPONENTS

What Does An IEP Include?

1. Personally Identifiable Information

   Accurate and legible data must be recorded in an IEP. These data include name, birthdate, sex, grade level and personal identifier (such as social security number, student number or description of physical characteristics).

2. Dates of Initiation, Alteration and Duration of Special Education

   Specified dates must be shown on the IEP. These dates are: a) initiation of special education services; b) placement change; and c) anticipated duration of special education services. When appropriate placement cannot be made within 20 school days, the reason for delay and project date for placement shall be stated in the IEP [CAC 3005(c)].

3. Career/Vocational Education Program

   The requirement to hold this kind of program applies to all grade levels but is assigned a high priority at the secondary level.

4. Appropriate Physical Education Program

   An IEP must show whether the regular physical education program for nonhandicapped children is appropriate or whether special physical education must be provided. Special physical education includes adapted physical education and motor development. [CAC 5, 3306(f)].

5. Extent of Regular Class Placement

   This component is referred to as the least restrictive environment (LRE) and refers to the percentage of time the student spends in regular class on a weekly basis. A full explanation of LRE rationale is included in the description of the rationale for placement.

6. Dominant Language of Home and Pupil

   The dominant or primary (but not necessarily the native) language of both home and pupil must be stated in an IEP. How the determination of the dominant language is made for the child (i.e., by observation, test or parent report) must be recorded on the IEP.

7. Present Levels of Function

   The following seven areas must be assessed: To determine the student's current levels of functioning and his or her strengths, weaknesses and needs:

   a) Academics*

   b) Communication/Language*

   c) Social Adaptation/Emotional Development

d) Psychomotor

e) Prevocational/Vocational Skills

f) Self-help Skills

g) Learning Style (Modality), including: Length and kind of response, motivation and approach to task presentation

h) Learning Approach (i.e., best for individual; e.g., reflective, persistent, etc.)

NOTE: "Age appropriate" should be written next to the item to show that no need for special education is indicated in a particular area.

*For specific learning disabilities (F.R. III, 121a. 541-2-3) certain academic and language areas are designated for assessment. In addition, an observation of the individual's classroom performance and a written report of the results of the evaluation are required. This report is referred to as the Psychoeducational Study [CAC 5 3421(b)].

8. Health Status

The assessment includes assessment of all areas related to suspected disability, including--when appropriate--health, vision and hearing as determined by a licensed nurse or surgeon/physician. (See appendix B to determine when a licensed surgeon's/physician's statement is required.)

9. Rationale for Placement

Justification for special education is based upon adequate assessment, observation and information gathered from parents, teachers and other members of the eligibility and planning (E&P) committee. This justification, which is a rationale, must reflect all areas of need in the multidisciplinary assessment and must be developed for the individual student by the full E&P committee on the basis of identified needs. Included in this rationale are statements of:

a) Functional description of handicap:

Describes educational need(s) in understandable language. Reflects assessment data recorded in IEP under "present level of function" and "health status," and includes data obtained from assessment and observation by any E&P committee member.

b) Specific special education to be provided:

A statement of the specially designed programs the child will receive to meet educational goals of an IEP must be provided by districts. Placement must be made on need(s). The career/vocational program in which the pupil may participate is written as part of the IEP. Vocational goals are assigned a high priority at the secondary level. For an individual whose handicap is designated as a "behavior disorder," the IEP shall include recommendations for amelioration of behavior which interferes with learning. The special education program to be provided must be recorded in this component.

c) Related service required:

A description of all related services required for an educational program must be documented in the IEP. Related services include: remedial physical education; transportation; occupational and physical therapy with documentation stating which agency will provide service; mobility training; interpreter; Braille transcriber; PH/home bound instruction; and any other services required to insure an appropriate education. Language, speech and hearing therapy becomes a related service when an individual with exceptional needs has a special class placement. When this therapy is the only special education service/program required, such service is recorded as the specific special education program. Written procedures assuring consistent documentation of related services should be developed and followed by the school district.

d) Special material/equipment to be provided:

Special instructional media is recorded which is required to meet the educational goals of the IEP. This media must be provided by the district.

e) Provision(s) for possible transition into regular class program:

This statement describes possible transition into the regular class program if the individual is to be transferred from a special day class, or center, or nonpublic school into a regular class in a public school. Such a statement provides flexibility so that a student may be moved into a less restrictive environment as needs change.

f) Rationale for least restrictive environment:

This is a statement justifying special education placement in both academic and nonacademic areas to insure full educational opportunity for the handicapped individual with nonhandicapped students. It is a description of other placement options considered and the reason why the recommended placement was selected.

10. Secondary Level Graduation Requirements

A secondary level individual's IEP shall also include any alternative means and modes necessary for the individual to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225 of the Education Code.

11. Statement of Annual Goals

An IEP must include a statement of general educational aims or goals as determined by the E&P committee. These goals are to be based on assessment, observation and information brought to the committee meeting. A goal is a broad statement describing a task, such as, "improve auditory processing skills." Goals are general (i.e., not specific in terms of the task or activity). They are not time referenced and do not specify proficiency levels. It is recommended that copies of the Assessment Analysis providing descriptive evidence of assessment information be attached to the IEP.

12. Short-Term Instructional Objectives

The IEP must include the short-term instructional objectives which are determined by the E&P committee. The objectives are based on assessment, observation and information brought to the committee meeting. Objectives are written in a more definitive manner than annual goals, such as: "Student will show a gain of at least six months on all auditory subtests of the Detroit test by June 1, 1978." Several short-term instructional objectives may be written for one annual goal, and each objective must state: a) specific observable behavior; b) under what conditions the tasks shall be accomplished; and c) within what time, with what degree of accuracy and/or what level of proficiency the objectives are to be met.

13. Evaluation Criteria and Procedures

The IEP must reflect all areas of student need as identified in the multidisciplinary assessment. An assessment is required: a) prior to initial placement;

b) before placement change, including additions and deletions within the special education program; c) upon transferring to regular education; d) upon request by a teacher or parent/guardian; and e) at annual review of the IEP required for determining whether the short-term instructional objectives are being achieved. Student progress toward meeting all IEP objectives requires documented monitoring.

14. Person(s) Responsible for Implementing IEP

The person named in each short-term instructional objective is responsible for implementing that objective. A copy of the total IEP should be available in the classroom of person(s) responsible for implementation.

15. Determination of Extended School Services

Extended school year services, when needed, must be documented.

16. IEP Committee Members

An IEP must be developed by an E&P committee. Committee members will vary with different educational placements (see appendix B). The language, speech and hearing specialist and the school psychologist who examine the child must serve on the E&P committee. The assessment must be made in the dominant language of the child. Placement must be based upon more than one measure. The information contained in the IEP must be established as a result of assessment and/or observation at the time of writing the IEP. E&P committee members are required to sign and date their participation in the writing of the IEP. The team member who assumes the position of coordinating the assessment activities is to be designated on the signature page.

17. Rights and Protections Documented

All parents of students for whom an IEP is developed must receive a written notice of their rights and protections (including right to a fair hearing) as required by federal and state laws. Receipt of that notice should be documented on the IEP form.

18. Written Parental Consent to Placement

No special education placement can be initiated or provided to a child until the parent(s) agree in writing to that placement. Such written consent must be informed consent, that is, it is given voluntarily and that the parent understands and is informed about that to which he giving consent.

19. Appropriate Linguistically

An IEP must be written so that all goals, objectives, programs and services determined, if the person is limited-English-speaking or non-English-speaking, are linguistically appropriate. Should an interpreter be necessary either to translate in another language or to translate in a specific mode of communication, this person's signature is also required as a member participating in the IEP committee.

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ① BD ① CA ①

Personal Identifier ① Sex ①

Teacher ⑨B No. Yrs. Enrolled in School ① Grade ①

School ⑨B Special Program ⑨B

Date of Initial Enrollment in Special Education ② *Projected Date of Placement ② Anticipated Duration of Placement ②

Career/Vocation Education Program ③

Extent of Regular Class Placement ⑤ % P.E. Program ④

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Ⓐ

Academics: Ⓑ

Social Adaptation/Emotional Development: Ⓒ

Psychomotor: Ⓓ

Prevocational/Vocational Skills: Ⓔ

Self-Help Skills: Ⓕ

Learning Style (Modality): Ⓖ

Learning Approach (e.g., reflective, persistent, etc.) Ⓗ

⑦

Health Status: ⑧

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): ②

Date of Meeting ⑥

Parents Phone

Address

Native Language of Pupil How Determined

Native Language of Home School District of Residence

RATIONALE FOR PLACEMENT

Functional description of handicap: Ⓐ

Specific special education to be provided: Ⓑ

Related services to be provided: Ⓒ

Special material/equipment to be provided: Ⓓ

Provision(s) for possible transition into regular classroom program: Ⓔ

Rationale for Least Restrictive Environment: Ⓕ

⑨

(Includes explanation of (3), (4), (5))

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Student ______________________________ ⑲ **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^xx^ sign below:	Date
Parent/designee signature	
Parent/designee signature	
Student signature	
Special education administrator/designee signature	
Regular education teacher signature	
*School psychologist signature ⑯	
*Language, speech, and hearing specialist signature	
School nurse signature	
Special education teacher signature	
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

13a

*Has evaluated pupil

^xx^Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

⑩

Determination of extended school year services (CAC 3306(e)):

⑮

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement ⑱

Parent/designee signature	Date
Parent/designee signature	Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature ⑰	Date
Parent/designee signature	Date

21

22

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Student ______________________________

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
⑪	Specify time, observable behavior, evaluation conditions, and evaluation criteria. ⑬ ⑫ Person responsible ⑭ Date established ⑬	Date ⑬ ________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsibile Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

13b

*CAC Title 5 – 3307

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SEQUENTIAL STEPS IN IEP DEVELOPMENT

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Step 3. Selection of Assessment Tools 27

Step 4. Developing the Assessment Plan 29

- Notification of Referral/Assessment Form (Blank) 31
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Step 5. Parental Notification of Referral and Assessment Plan 33

Step 6. Conducting the Assessment 35

- Recording and Analyzing Data Using Assessment Analysis 35
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- E&P Team Recommended Action Form (Completed) 63b
- Checklist for Evaluating the IEP 65
- Completed IEP 67

Step 10. Implementing the IEP 69

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STEP 1. INITIAL IDENTIFICATION

Often the IEP process is initiated as a result of either formal or informal screening. Formal screening refers to that screening which is routinely carried out by all school districts such as the screening of speech and language, vision, hearing, psychomotor skills, academic skills, dominant language and physical growth. Informal screening refers to reports and observations reported by parents, community agencies or school personnel. When either formal or informal screening suggests a possibility of a disability, a consultation with a resource person or the classroom teacher is indicated to clarify the problem. Such a consultation may lead to several possibilities:

1. That the child's needs can be met by modification in the regular classroom.
2. That supplementary instruction within regular education, such as a language development program, or a learning resource center are appropriate.
3. That a different school setting or classroom placement is better suited to the child.
4. That the child needs to be referred for assessment.

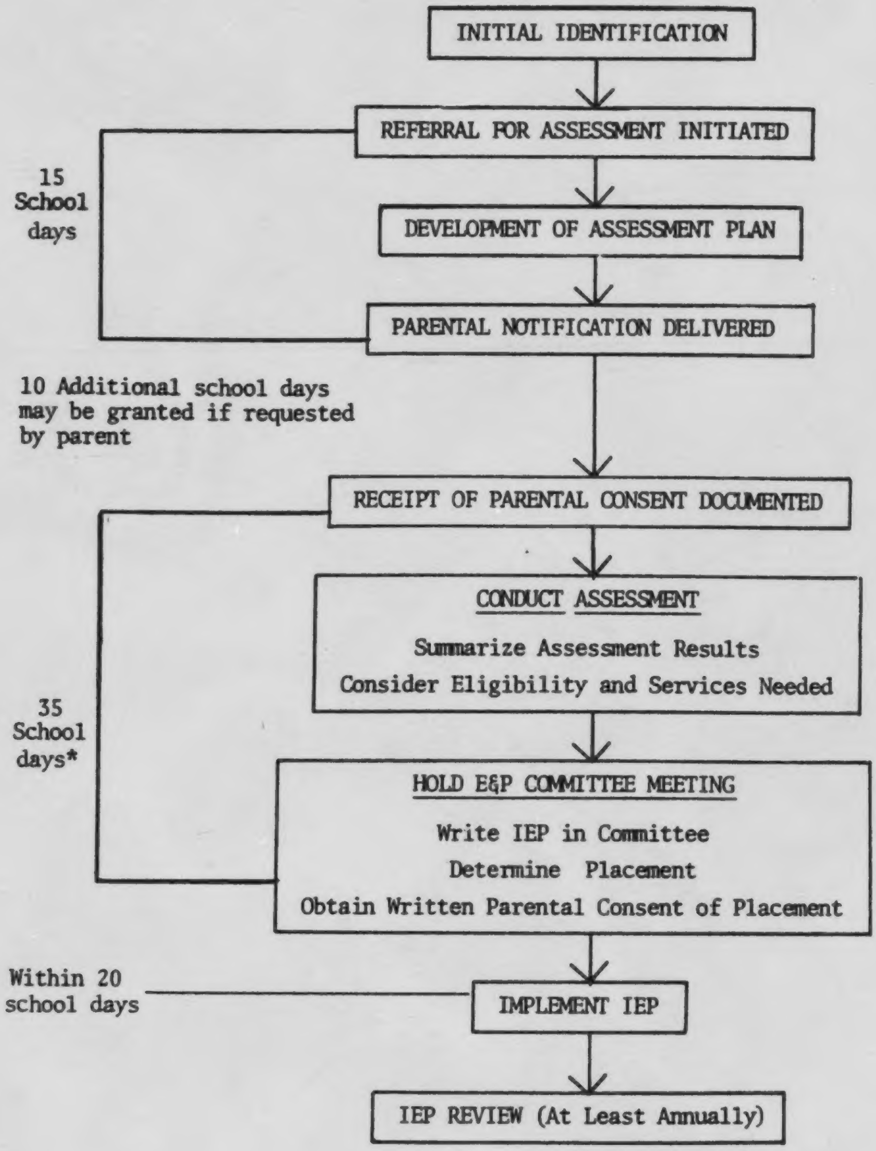
A flow chart on page 17 shows the IEP process schematically. It is appropriate for Non-Master Plan and Master Plan districts.

When it is established that such a referral is indicated, it is good practice to inform the parents and solicit their cooperation and involvement at the very earliest time. Also at this point, the referral must be routed to the appropriate school personnel for purposes of following the identification, referral and assessment procedures established by the district. A form for making a referral to an assessment team can be found on page 19 and a completed form for a fictitious child follows.

Non-Master Plan districts' procedures will differ to some degree (e.g., the assessment team for Non-Master Plan is labeled the E&P (eligibility and planning) team. Master Plan assessment teams are SAT (site assessment team) and EAS (educational assessment service)).

An IEP Process Log for use by the designated coordinator of the assessment team is provided on pages 21 and 22.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional school days may be granted if requested by parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 school days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ____________________ Date ____________ Person Initiating Referral ____________

Student ____________________ BD __________ CA __________ Sex __________

Personal Identifier ____________ Current Teacher ____________ Grade ________ Current Placement ____________

No. Yrs. Enrolled in School ________ Native Language ____________ How Determined ____________________

Parent(s)/Guardian(s) ____________________________ Phone ____________

Address ____

Native Language of Home ______________ School District of Residence ____________________

Assessment Team Coordinator ____________________________ Date Referral Received ____________

Reason for Referral:

Background Information:
Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Project HAPI

REFERRAL TO ASSESSMENT TEAM

School *Webster* Date *7-6-77* Person Initiating Referral *Rose Martinez & Frances Brown*

Student *Juan Martinez* BD *8-19-68* CA *8-11* Sex *Male*

Personal Identifier *Student #: 338* Current Teacher *Frances Brown* Grade *2* Current Placement *Regular Class*

No. Yrs. Enrolled in School *3* Native Language *Bilingual-- Spanish/English* How Determined *Parent Report*

Parent(s)/Guardian(s) *Chito and Rose Martinez* Phone *None*

Address *33 East Eighth Street, Champagne CA 92115*

Native Language of Home *Bilingual--Spanish/English* School District of Residence *Champagne*

Assessment Team Coordinator *Sheila Lope* Date Referral Received *7-7-77*

Reason for Referral:

Juan's mother requested that Juan be referred for assessment for special class placement. Juan has a severe hearing loss and wears aids, but cannot hear well enough to progress in the regular class. He does not speech-read well, and his speech is relatively unintelligible.

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Deafness was initially diagnosed at age 2½. Binaural aids were fitted at age 3. Parents participate in the Tracy Clinic home program. Juan enrolled in a preschool for hearing impaired at age 4½ in Long Beach and remained in the program until age 7. Due to numerous moves, Juan has not been enrolle in any program for a year. The mother continued to tutor him.

Health/Medical History

Juan's deafness resulted from spinal meningitis at 22 months and underwent an extended hospitalizatio and recovery. Vision and growth are normal. Audiometric testing shows a flat bilateral hearing loss of 85 dB.

Previous Interventions/Strategies

Has used amplification since age 3. See above educational history. Multisensory method seems to work best for Juan (as reported by mother). Both English and Spanish are spoken at home. Juan uses both languages with equal facility.

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IEP PROCESS LOG

Student ____________________ B/D __________ Grade ____ Teacher ____________________

School ____________________ Team Coordinator ____________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .	________	______
2. Development of assessment plan:		
A. Parent notified of informal meeting.	________	______
B. Evaluation team members notifed.	________	______
C. Assessment Record utilized.	________	______
D. Assessment Analysis provided each team member	________	______
E. Timelines established for:		
(1) Completion of assessment.	________	______
(2) Assessment Analysis to be delivered to team coordinator.	________	______
(3) Psychoeducational study completed (for EH & SDL) .	________	______
(4) Assessment Analysis compiled by team coordinator. .	________	______
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.	________	______
4. Receipt of parental consent to assess documented.	________	______
5. Conduct assessment per plan (see full Assessment Record). .	________	______
6. Coordinator collect and compile findings on Assessment Analysis.	________	______
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.	________	______
(a) Notice delivered.	________	______
(b) Report of meeting delivered.	________	______
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.	________	______
7. Parent's response to item 6, (1) received/documented. . . .	________	______
Parent's response to item 6, (2) received/documented. . . .	________	______

8. Agenda prepared for E&P committee meeting. . . . . ________ ______

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . . ________ ______

   B. Written parental consent for educational placement documented. . . . . ________ ______

10. IEP implemented . . . . ________ ______

Form 634–I/HAPI
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STEP 2. INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD

An individualized education program (IEP) focuses on an individual's identified needs and strengths. Consequently, assessment must be carefully planned. Legislation requires that when a child is referred for assessment because of a suspected disability, the assessment team shall deliver to the parents, within 15 school days, notification of referral for assessment including parent rights, a statement as to possible program alternatives and a complete assessment plan.

The blank Assessment Record on page 25 offers a format which provides a "map" and a "log" for planning assessment and recording the evaluation as it progresses. This form permits the assessment team to determine quickly those areas of behavior to be sampled to tailor evaluation to the particular needs of the subject.

The Assessment Record provides a means of documenting existing current records and data in areas of behavior and function mandated for consideration in developing the assessment plan. So that assessment does not duplicate or overlook areas, the Assessment Record can become the basis for planning what tests need to be given and who will administer them. The assessment team coordinator will find the Assessment Record a means of providing direction and establishing timelines for the assessment team. The Assessment Record can be the initial vehicle for establishing this logging system for keeping track of referrals and their disposition, and assuring that the assessment and planning process proceeds smoothly in accordance with schedules and timelines.

In the assessment of a student whose suspected disability is hearing impairment, an audiological evaluation by an appropriately credentialed or licensed audiologist is mandated [CAC 5 3600(a)]. Such an evalution must include measures of auditory function both with and without amplification. Federal and state laws have given greater recognition to audiology in the schools which require an in-depth audiological assessment. The scope of these audiological services which are to be provided throughout the programming process are set forth in F.R. 121a.13, Related Services, 1977, Part II and in current Master Plan regulations CAC 5 3112 (c). The audiologist helps in establishing eligibility, as well as educational intervention, and is a mandated member of the E&P committee.

In addition, current levels of receptive and expressive communication skills must be assessed. The Assessment Record should include the proposed appropriate audiological measures under the health status section and the proposed measures of language appear under the language section.

A completed Assessment Record for a fictitious child, Juan Martinez, appears on page 25a.

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade __________

Birthdate ______________________ Date __________

* * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

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Project HAPI **ASSESSMENT RECORD**

FICTITIOUS

Name Juan Martinez Grade 2

Birthdate 8-19-68 Date 8-1-77

* * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
8-2-77	Vision Acuity	J. Ladd
8-1-77	Auditory Acuity	C. Hastings
8-1-77	Current Health	J. Ladd
	LEARNING STYLE	
8-3-77	MWM Inventory	S. Lope
8-3-77	VADS	S. Lope
	ACADEMICS	
8-3-77	WRAT	S. Lope
8-5-77	Building Blocks	S. Lope
8-6-77	PSYCHOLOGICAL STUDY Leiter	M. Storm

25a

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
8-3-77	MWM Inventory	S. Lope
8-4-77	Auditory Memory Span	S. Lope
8-4-77	Boehm	S. Lope
8-5-77	Building Blocks	S. Lope
	PSYCHOMOTOR	
8-2-77	Motor Function Checklist	S. Lope
	PRE-VOCATIONAL/VOCATIONAL	
8-5-77	Vineland	S. Lope
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
8-5-77	Vineland	S. Lope
	SELF-HELP SKILLS	
8-5-77	Vineland	S. Lope

Form 630 – I/HAPI
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STEP 3. SELECTION OF ASSESSMENT TOOLS

While selection of appropriate assessment tools is a critical component in the assessment-intervention process, so, too, is the appropriate use of those tools. The search for a single tool or even a specific battery of tools which would meet all assessment needs and be universally valid is a search in vain. Assessment necessitates custom tailoring.

All assessment tools and procedures must be administered in the primary language of the limited-English-speaking and non-English-speaking individual and meet the specifications for nondiscriminatory testing. Further, assessment shall be administered by credentialed or licensed personnel who are competent in both oral and written skills of the child's primary language or mode of communication and have knowledge and understanding of the child's cultural and historical background.

Assessment results must be available at the IEP committee meeting to assist committee members in making educational placements and decisions about intervention. Goals and objectives must be based directly on assessment data. Selection of strategies and materials for intervention must be based upon the specific skills and specific needs identified in the assessment.

Experience suggests that it is important to have information from both criterion - and norm-referenced tests in developing the IEP. Criterion-referenced tests characteristically provide more information defining present levels of function and stage of development. Norm-referenced tests have conventionally been administered to measure abilities, and evaluates the individual in comparison to a group of persons. However, the information yielded by norm-referenced tests has limited value for planning instructional interventions, whereas, criterion-referenced tests are content specific and translate directly to specific levels for instructional planning. Assessment must establish where the individual is now and what the next step in intervention needs to be and under what conditions the child learns best.

STEP 4. DEVELOPING THE ASSESSMENT PLAN

The assessment plan shall be developed by the assessment team (SAT, EAS or E&P). The team may use "recent and reliable data from assessment which has been conducted by appropriately licensed professionals, in lieu of scheduling additional assessments [CAC 5 3304(e)]." Therefore, a search and collection of existing records should have been accomplished and recorded on the Assessment Record as noted on page 23.

Using the Assessment Record(s) the assessment plan can be formulated by the team. Such a plan must be written in language understandable by the general public and must include:

1. A description in ordinary language of procedures, tests, records or reports proposed for use in assessment.

2. Specific tests and techniques to be used:

   A. Name and describe the specific tests or techniques to be used (must meet state requirements for nonbiased assessment).

   B. Describe how the assessment results will be used.

   C. When an interpreter is used the plan shall document and note the degree the validity of assessment may be attenuated.

3. Name the person responsible for administering the tests or techniques.

4. State the date when all assessment is to be completed.

5. Specify place, date and time of the IEP planning meeting when results will be analyzed and summarized.

6. Assure that assessment procedures specifically include adequate identification by qualified persons of visual perceptual and other perceptual problems, for the child whose learning problems could be due to the many manifestations of a perceptual problem.

7. Parental notification and explanation of due process and procedural safeguards, confidentiality, access to records and fair hearing rights (defined as informed consent).

8. Request for written parental informed consent to assessment plan providing space for date and signature.

9. Plan must be provided in the parent's native language or parent's mode of communication and translated, in any means necessary to communicate with the parent.

Assessment matrix A, pages 73-80, provides an alphabetical list of many tests and indicates areas of behavior these instruments test. Following on pages 81-108, matrix B, these same assessment tools are listed with information describing the function, format, administration, appropriate age or developmental levels, whether the tool is norm- or criterion-referenced and the source.

These two matrices give much of the information needed for above items one and two in adequately developing the assessment plan.

A "Notification of Referral--Parent Consent to Assessment Plan--Consideration for Special Education Services" forms (blank and completed) follow on the next four pages.

Project HAPI **Page 1 of 2**

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ Date sent ______________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (_____EAS, _____SAT, _____E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

31 The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

_______________________________ _______________________

Parent/guardian signature *Date*

If you have any questions, please call: _______________________________ _______________________

Assessment team coordinator signature *Phone*

31a

Please sign and return to:

____

____

____

Date returned: _______________________________

☐ Copy provided to parents in primary language

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44

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San Diego County 6-79

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Project HAPI **Page 1 of 2**

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

FICTITIOUS

Student *Juan Martinez* **Date sent** *7-10-77*

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____ EAS, ____ SAT, *XXX* E&P) due to concerns about his/her current performance as described:

Juan has a severe hearing loss and wears binaural aids, but is unable to function successfully in the regular classroom setting. He does not speech-read well and his speech is relatively unintelligible. He has been in several different programs for the hearing impaired, but has not been enrolled in any school during the past academic year.

Possible program alternative(s): *Regular class with instruction aide or itinerant tutor, resource room, or self-contained class.*

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN — Date to be completed *8-9-77*

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
Carl Hastings	*Audiological Battery: Aided and Unaided*	*1. Pure tone audiogram.* *2. Speech awareness threshold.* *3. Speech discrimination.* *4. Hearing aid evaluation.*	*Determines educational audiological needs.*
Sheila Lope	*MWM Inventory*	*Inventory to determine levels of receptive and expressive language.*	*Provides means of designing remediation.*
	Visual-Auditory-Digit Span.	*Assessment memory for digits, visually and auditorially.*	*Determines learning style and approach.*
	Boehm Test of Basic Concepts	*Measures mastery of concepts using pictures.*	*Concepts tested are necessary for school achievement.*
	Building Blocks	*Inventory of language comprehension skills.*	*Provides means to individualized curriculum.*
	Motor Function Checklist	*Provides measure of gross and fine motor coordination.*	*Child demonstrates levels of motor ability including speech mechanism.*
	Wide Range Achievement Test	*Assesses academic levels of spelling, reading and math.*	*Determines fucntioning grade level.*
	Vineland Social Maturity Scale	*Inventory measures development of self-help occupation, communication, locomotion and socialization.*	*Parent provides information in establishing levels.*
Mona Storm	*Leiter International Performance Scale*	*Nonverbal assessment of intellectual levels.*	*Uses motor responses. Helps clarify learning potential.*

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

Chuto Martinez
Parent/guardian signature

7-12-77
Date

If you have any questions, please call: Sheila Lope
Assessment team coordinator signature

427-8361
Phone

31c

Please sign and return to:

Ms. Sheila Lope
Webster School
Champagne CA 97567

Date returned: 7-13-77

☑ Copy provided to parents in primary language

Form 627—I/HAPI
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STEP 5. PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN

The form(s) devised for parental notification of referral and assessment plan is the responsibility of the school district. Some districts prefer to use two notices--the first one notifying the parent that a referral has been made to plan assessment and the second one notifying the parent of the assessment plan. Other districts prefer to use one form to accomplish both purposes.

The federal and state laws require that such written notices shall be delivered to the parents.

The assessment process cannot proceed until written parental consent has been obtained. "If a parent requests additional time to consider the assessment plan, at least ten school days shall be given to the parent to arrive at a decision [CAC 5, 3304(d)]."

Upon receipt of written parental consent to assess, the assessment team shall have completed within 35 school days:

1. The assessment.
2. Analyze assessment results.
3. Establish eligibility and needed services.
4. Schedule IEP meeting.
5. Write IEP.
6. Determine placement.

STEP 6. CONDUCTING THE ASSESSMENT

Recording and Analyzing Data Using the Assessment Analysis

The Assessment Analysis, on the following page, is a form on which to record and analyze test data. The format aids in the organization of assessment information and shows: 1) where strengths lie; 2) where needs exist; and 3) what the individual's current levels of function are.

Based on the information recorded on the Assessment Analysis form, the E&P committee can identify strategies and sources of instructional intervention for the later writing of the instructional activities. The Assessment Analysis makes it easier to determine goals and objectives when planning and writing the IEP. This Analysis also provides the E&P committee with readily available results of the assessment. It can be attached to the IEP, thus eliminating duplication of the information on the IEP form, and has considerable value for the receiving teacher(s)/specialist(s) after programs and services have been determined.

The Assessment Analysis presents useful information for the E&P team, particularly the parents in understanding strengths and weaknesses, the need for continuing audiological services, and determining the program and/or service alternatives for a hearing impaired student. It is on this Analysis that the degree of assessment validity, which may have been attenuated, should be documented if interpreters were used or materials and procedures were adapted in the assessment. An illustration of such an adaptation could occur when manual communication is necessary in the administration of the "Boehm Test of Basic Concepts" which is standardized on an aural/oral basis of presentation.

A completed sample of the Assessment Analysis for Juan Martinez (fictitious) demonstrates the use of this form on pages 37a and 37b.

Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ______________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626—I/HAPI
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ASSESSMENT ANALYSIS

FICTITIOUS

Page 1 of 2

Name *Juan Martinez* B/D *8-19-68* CA *8-10* Grade *2* Date *8-2-77* Examiner *(s) S. Lope and J. Ladd*

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Audiological Study	*Bilateral 85dB loss in speech range. See Audiological Study.*	*Responds well to amplification.*	*Depends on amplification. Hearing aid evaluation indicates further study needed.*	*Parents provide extra batteries and cords to be kept on hand with teacher. Group amplification indicated for instructional situations.*
Vision Screening		*Within normal limits.*		
Motor Function Checklist	*Motor function--age appropriate.*	*Right laterality established.*	*Shuffles--characteristics of deaf gait.*	*Regular P.E. program.*
MWM - Inventory of Language Abilities	*Receptive and expressive language show severe lag.*	*Attempts to use residual hearing. Depends on hearing aid.*	*Has not established firm habits of eye contact with speaker.*	*Adapt MWM Program: Level I auditory training with amplification speech-reading instruction.*
VADS	*Below grade level.*	*Compensatory shift to visual avenue. Eye contact poor.*		*Use multisensory approach in instruction. One-to-one instruction indicated. Tachitron. DLM materials.*
WRAT	*Reading: 1.5 Spelling: 1.1 Math: K.7*	*Word attack skills.*	*Lack's basic math skills.*	*New MacMillan Program Julie and Jack Series Stern Math Materials Holt Rhinehart California Math*
Auditory Memory Span	*4 Digits = 5 Years*	*"Mouths" response as item given.*	*Eye contact not sustained adequately.*	*Flash Cards Tachitron Language Master*
Boehm Test of Basic Concepts	*Below 2 percentile at kindergarten entrance level.*	*Has 2-D concept for 3-D concept for some items. Can transfer real concept to paper/pencil task.*	*Very limited understanding of items 1-25.*	*Hazel Bright's Materials Boehm Resource Guide for Basic Concept Teaching Julie and Jack Stories Apple Tree*

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ASSESSMENT ANALYSIS

Page 2 of 2

Name Juan Martinez **B/D** 8-19-68 **CA** 8-10 **Grade** 2 **Date** 8-2-77 **Examiner(s)** S. Lope and J. Ladd

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Building Blocks	Mastery of Level 4.	Shows readiness for Apple Tree - Level I.	Needs to use both visual and auditory clues and sustain eye contact with speaker.	Apple Tree - Level I
Vineland Scale of Social Maturity	R.S. 64.0 = S.A. 6.8	Self-help Locomotion Occupation Socialization	Self-direction and communication depressed.	Speech-reading Prevocational instruction through WORTH activities
Leiter International Performance Scale	Normal intelligence.	Skills are all clustered at his C.A. level.		

37b

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DEFINITIONS AND ELIGIBILITY CRITERIA FOR THE HEARING IMPAIRED

The federal laws and regulations definesthe deaf, the deaf-blind, and the hard of hearing [F.R. 12a.5 (b)(1)(2)(3)] as follows:

"(1) "Deaf" means a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

(2) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(3) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

In addition to the federal laws, the current state regulations [CAC 5 3600(a)] further define the hearing impaired as follows:

"(1) An individual is deaf or hard of hearing when an eligibility and planning team, which includes an audiologist holding a valid California license in audiology or a California credential with a specialization in clinical or rehabilitative services in audiology, determines that the hearing impairment adversely affects the educational performance of the individual. The hearing impairment may be permanent or fluctuating; be present at birth or develop later in life; and may range from mild to profound.

(2) The eligibility and planning team shall conform with the standards in Title 45, Code of Federal Regulations, Sections 121a.530 through 534 in determining an individual's eligibility and the most appropriate educational setting, using all relevant information including:

(A) Current audiological measures of auditory functioning with and without amplification.

(B) Current level of receptive and expressive communication skills."

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AUDIOLOGICAL SERVICES FOR THE HEARING IMPAIRED

The federal laws to which all school programs must adhere in meeting the needs of the school age hearing impaired in providing audiological services are found in F.R. 121a.13 which defines these services:

"(1) "Audiology" includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

(vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification."

For schools in the Master Plan programs for special education, CAC 5 3112(c) states:

"(c) Designated Audiological Services.

(1) Designated audiological instruction and services, aural rehabilitation, including auditory training and speech reading may include:

(A) Planning, organization, and implementation of an audiology program for individual with auditory dysfunctions, as specified in the individualized education program.

(B) Consultative services regarding test findings, amplification needs and equipment, otological referrals, home training programs, acoustic treatment of rooms, and educational management of the hearing-impaired individuals.

(2) The person providing audiological services shall hold a valid credential with a specialization in clinical or rehabilitative services in audiology."

School systems should be motivated to implement these laws and regulations throughout the programming process for the hearing impaired. Programming includes planning, identification, assessment, placement and intervention. (The audiologist is a mandated member of the assessment team.)

Project HAPI

ASSESSMENT CONSIDERATIONS

1. Was assessment a planned team function?
2. Was more than one instrument used in assessment?
3. Was assessment adequate to identify problem(s)?
4. Was developmental and school history a part of assessment?
5. Was all pertinent data recorded and dated?
6. Were examiners competent in both oral and written skills of individual's primary language or mode of communication when those skills were necessary for conducting the assessment?
7. What areas (if any) need assessing, reassessing, or further assessing?
8. Were appropriate tools used to identify problems?
9. Were appropriate tools correctly scored, recorded and interpreted?
10. Has testing established student's:
    - a. Learning rate
    - b. Learning styles
    - c. Learning approaches
    - d. Present levels of function
11. Base goals and objectives on the results of tests. Consider:
    - a. Student's rate of learning
    - b. Appropriate learning modality
    - c. Appropriate approach
    - d. Where student is now
    - e. Specific annual goals
    - f. What student needs to do
    - g. By what time
    - h. Under what conditions
    - i. As measured by who/what

      Short-term instructional objectives (f–i)
    - j. Materials, equipment, strategies in terms of objectives
    - k. Least restrictive environment
12. Has assessment established specific special education and related services needed?

Jean Chapman
Project Coordinator

STEP 7. DETERMINING GOALS AND OBJECTIVES

The IEP committee must determine goals and objectives for an individual. In those instances in which numerous areas of need are indicated, the most critical one(s) for development and growth must be identified and listed. From this list appropriate, annual goals can be devised and written on the IEP form.

A goal is a statement of general aims toward which the individual strives. It is broad in describing a particular skill. Goals provide a general tenor or frame of reference. They are not specific in terms of task or activity, are not time referenced, and do not identify proficiency levels.

Examples of goals are:

1. "Improve Auditory Discrimination"
2. "Develop Attending Skills"
3. "Improve Written Expression"

An objective, in contrast to a goal, is specific, telling the reader exactly what the individual is to do to accomplish the goal. An objectives describes:

1. The specific observable behavior (the task that is to be done).
2. Under what conditions the task shall be accomplished.
3. Within what time the task shall be achieved.
4. With what degree of accuracy and/or at what level of proficiency the task shall be accomplished.

An example of a short-term instructional objective for the goal (improve auditory discrimination) could be:

> "By June 1, 1979, student will show gain of at least 6 months on all auditory subtests of the Detroit Test of Learning Aptitude."

The IEP is concerned with the development of short-term instructional objectives which are written to an annual goal.

The goals and objectives are written at the same time, at least annually, by the IEP committee. At least one short-term instructional objective, and frequently more, is written for each goal. The number of objectives will be determined by the breadth of the goal and needs of the individual. The person responsible for establishing an instructional objective and the date it is established are recorded with each objective. If an established goal and/or objective needs to be altered, this revision must be accomplished by the IEP committee according to federal and state laws.

The IEP may well be the single most important provision of PL 94-142, since it is the written IEP which ultimately determines whether or not the education for an individual is indeed "appropriate" and "adequate."

The IEP committee, after having identified the strengths, needs, learning styles and learning rates of the individual, and, after having selected critical areas(s) for intervention, is charged with describing, in writing, the services to be delivered as well as the anticipated goals and objectives for the individual. The IEP must be written in the primary language of the parent(s)/guardian(s) using ordinary, understandable wording.

The "List of Educational Skills and Behaviors" on pages 47-47d are offered as guides in the selection of goals and objectives. A "List of Language Development Skills and Behaviors" can be found on pages 49-52.

Lists of suggested instructional objectives for articulation, language, auditory discrimination, auditory memory and pragmatics have been included on pages 53-55d to serve as guides in developing logical increments in therapy or aid in determining appropriate terminal skills.

LIST OF EDUCATIONAL SKILLS AND BEHAVIORS

This list, which contains suggestions only and is open-ended, is intended as an aid in writing IEP goals and objectives.

I. Learning Style (the way in which a student learns)

  A. Visual: reading, using printed material.
  B. Visual: viewing visual aids (e.g., films, pictures, filmstrips, etc.).
  C. Auditory: listening to discussions, tapes and records.
  D. Motoric: doing--using manipulatives.
  E. Multisensory: employing all sensory input.
  F. Visual-motor: viewing and doing (e.g., writing, drawing and copying).
  G. Delayed responses, requires lengthened time to respond to stimulus.
  H. Abstract in approach (goes quickly to symbols and generalizations).
  I. Analytic (requires point by point analysis).
  J.
  K.
  L.

II. Learning Approach

  A. Practical minded; sees usefulness of certain learnings.
  B. Reflective; works best in quiet and independent study.
  C. Succeeds with short increment tasks (short attention span).
  D. Broad in coding, sorting ideas; uses a few broad categories for classifying and storing information.
  E. Precise in coding; uses fine distinctions and many precise categories.
  F. Efficient in retrieval skills.
  G. Flexible in ideas; adapts easily to suggestions and processes new information.
  H. Rigid in ideas; tends to be dogmatic.
  I. Analytic in outlook.
  J. Global in outlook; quickly formulates broad overview.
  K. Works best in group with thoughtful leader.
  L. Imaginative: utilizes hypothesizing and "brainstorming" effectively.
  M. Persevering: works at long-term assignments.

N. Responsive to intrinsic rewards; learns for fun and curiosity.

O. Delayed responses: requires lengthened time to respond to stimulus.

P. Responds to concrete reinforcers.

Q.

R.

S.

III. Academic

A. Reading

1. Emphasize decoding skills. Emphasize basic phonetic concepts.
2. Teach more advanced decoding skills (e.g., syllabication, suffixes and prefixes).
3. Expand sight vocabulary.
4. Emphasize comprehension skills.
5. Work on study techniques (skimming, finding key words, etc.).
6. Increase reading speed.
7. Encourage independent reading for enjoyment.
8. Dictionary skills.
9.
10.
11.

B. Spelling

1. Structure and teach handwriting:
   manuscript_____ cursive_____.
2. Teach writing of words with phonetic spelling.
3. Teach writing of nonphonetic words.
4. Teach ways of adding suffixes, prefixes.
5. Teach skills of "chunking."
6.
7.
8.

C. Independent Writing

1. Teach phrase writing.
2. Teach sentence structure.
3. Teach paragraph structure.
4. Teach structure and organization for factual writing.
5. Teach creative writing.
6.
7.
8.

D. Mathematics
  1. Concentrate on basic math facts.
     ____addition ____subtraction
     ____multiplication ____division
     ____fractions ____decimals ____percentages
  2. Work on transition from use of concrete objects as aid to working math problem.
  3. Teach method of setting up math problem from a narrative. (Combine with reading skills.)
  4. Emphasize practical aspects of math skills (e.g., budgeting, banking).
  5.
  6.
  7.

E. Auditory Skills
  1. Improve auditory attention and focusing skills.
  2. Improve auditory discrimination and sequencing skills.
  3. Improve auditory memory skills.
  4. Teach child to structure and to organize what he hears.
  5. Improve ability to follow oral directions.
  6.
  7.
  8.

F. Visual Skills
  1. Improve visual discrimination and sequencing skills.
  2. Improve visual memory skills.
  3.
  4.
  5.

IV. Psychomotor Skills
  A. Provide gross-motor skill training.
  B. Provide training in body coordination.
  C. Improve eye-hand coordination.
  D. Improve concepts of laterality and directionality.
  E. Improve spatial concepts--body, concrete and abstract.
  F.
  G.
  H.

V. Oral Language: General Communication Skills
  A. Provide structured oral language activities.
  B. Work on expansion of vocabulary.
  C. Reduce errors of syntax and grammar.
  D. Provide assistance in structuring and organizing thoughts.

E. Improve slurred enunciations.
F. Build basic concepts.
G. Refer to language/speech/hearing specialist.
H.
I.
J.

VI. Prevocational/Vocational Skills

A. Provide experiences to encourage self-directed activities/occupation.
B. Improve ability to initiate tasks, play, activities, etc.
C. Provide practical experience (e.g., in running errands, setting table, doing routine chores).
D. Provide experiences that lead to remunerative work.
E. Provide experiences in using leisure time profitably.
F. Provide a program to increase efficiency in following system or program of work.
G. Provide experiences to discuss current events, general news, sports, etc. with some continuity.
H. Provide experiences and skills in money transactions.
I. Provide opportunities to promote/engage in civic activities, etc.
J.
K.
L.

VII. Social Adaptation/Emotional Development

A. Improve relationships with peers.
B. Develop techniques to aid in impulse control.
C. Develop independence.
D. Develop self-confidence.
E. Develop awareness and acceptance of own limitations.
F. Improve stability after a crisis.
G. Modify verbal aggressions which lead to negative reactions.
H. Improve ability to distinguish between acceptable and nonacceptable techniques of manipulating people.
I. Develop ability to accept criticisms as necessary to improvement.
J. Develop ability to accept consequences of one's acts.
K. Develop ability to participate in activity with another child (or children).
L. Improve ability to forget grudges and forgive others.
M.
N.
O.

VIII. Self-Help Skills

A. Build concepts of appropriate response to hazardous situations.

B. Build skills for independent self-care (e.g., toileting, dressing, eating, bathing, grooming, etc.).

C. Provide experiences to develop ability to move about environment independently (e.g., room, yard, neighborhood, town, distant places, etc.).

D. Develop ability to use telephone.

E. Build skills in caring for own health.

F. Develop skills to assume personal responsibility, stressing judgment and foresight.

G. Improve ability to handle money expenditures.

H. Improve social skills (e.g., sharing, performing for others, etc.).

I.

J.

K.

LIST OF LANGUAGE DEVELOPMENT SKILLS AND BEHAVIORS

Severe Disorders of Language/Including Aphasia, Other Speech/Language Handicapped (Communication Disorders); and Hearing Impaired

This list, which contains suggestions only and is open-ended, is intended as an aid in writing goals and objectives for the IEP.

I. Phonology

A. Receptive (Auditory Acuity - aided/unaided - supports acquisition of language)

1. Improve skills of auditory attention to speech sounds.
2. Improve skills of selective attention.
3. Improve skills of auditory discrimination.
4. Improve skills of auditory memory.
5. Improve ability to associate speech sounds with symbol.
6.
7.
8.

B. Expressive

1. Provide therapy leading to correct production of target sound(s).
2. Improve ability to blend sounds.
3. Improve ability to imitate and repeat variations in pitch.
4. Improve ability to imitate rhythm patterns.
5. Improve ability to relate sound system to spelling systematically.
6. Improve ability in graphic skills.
7. Improve skills of closure.
8.
9.
10.

II. Morphology

A. Receptive

1. Improve accuracy in demonstrating comprehension of determiners.
2. Improve accuracy in demonstrating comprehension of possessives.
3. Improve accuracy in demonstrating comprehension of interrogative, declarative and exclamatory expressions.
4. Increase vocabulary of descriptive words.
5.
6.
7.

B. Expressive

1. Provide stimulation to elicit vocalization (vocal play/jargon/ echolalia).
2. Increase correct usage of determiners/possessives/adjectives/ locators/plurals, etc.
3. Improve ability to repeat a sentence of greater numbers of syllables.
4. Increase ability to use descriptive words.
5.
6.
7.

III. Syntax

A. Receptive

1. Improve ability to understand connected speech (as opposed to one word).
2. Improve ability to understand question forms.
3. Improve ability to comprehend "if"/"so"/"because."
4. Improve discrimination between complete and incomplete sentences.
5. Improve ability to understand passive construction. (He went.)
6. Improve ability to distinguish between question and statement forms.
7.
8.
9.

B. Expressive

1. Improve ability to echo phrases and sentences heard.
2. Improve ability to lengthen and/or expand sentences.
3. Improve ability to use models.
4. Improve ability to initiate and use question forms.
5. Improves ability to use conjunction (e.g.,"if," "so," "because").
6. Improve ability to form correct subject, verb, object order orally.
7. Improve ability to use question transformation.
8. Improve ability to write sentences grammatically correct.
9.
10.

IV. Semantics

A. Receptive

1. Improve ability to respond to single words.
2. Improve ability to respond to connected speech when it is accompanied by a gesture.
3. Improve vocabulary skills.
4. Improve comprehension of size conservation.
5. Improve recall of specific word order in stories.
6. Improve comprehension of time/distance/direction/space.
7. Improve ability to comprehend increasingly complex questions.
8.
9.
10.

B. Expressive

1. Develop gesture and/or pantomime language.
2. Improve ability to imitate and/or use onomatopoetic sounds/words/phrases, etc.
3. Increase spoken/written vocabulary.
4. Increase ability to make broad categorizations.
5. Increase ability to express accurately information relating to time/distance/direction/space.
6. Improve ability to verbalize relationships.
7. Improve ability to form questions and answers regarding specific events, places, persons, etc.
8. Improve ability to make abstract relationships through listening, speaking, reading.
9. Improve fluency.
10.
11.
12.

V. Pragmatics

A. Receptive

1. Improve attention to source/sender of message.
2. Build skills to indicate readiness/nonreadiness for information.
3. Develop skills in understanding directions.
4. Develop skills to indicate information has been understood; is sufficient; is insufficient.
5. Develop skills to monitor accuracy of own understanding (e.g., checks with sender of message).
6. Improves skills in seeking clarification of message received through using specific interrogatives.
7. Develop ability to shift from role of receiver to role of sender (turn-taking in communication).

8. Improve attention span and skills to permit them to fit length of message.
9.
10.
11.

B. Expressive

1. Develop skill of obtaining receiver's attention before sending message.
2. Improve ability to designate the intended receiver of message (e.g., names of person(s), audience, etc.).
3. Develop skills in giving complete, explicit information.
4. Improve monitoring skills regarding how well listener has understood message.
5. Develop skills in adapting or changing message when listener has not understood.
6. Develop skills in chunking information to clarify communication.
7. Improve ability to add details--add information.
8. Develop strategies such as pointing, gesturing, pantomiming, when verbal message isn't received.
9.
10.
11.

SUGGESTED INSTRUCTIONAL OBJECTIVES

ARTICULATION

(1.0)

1.1 In ______ weeks, when presented with a verbal list of 20 phonemes paired with the target phonemes, student will identify the ____________ phoneme with _____% accuracy as measured by the specialist.

1.2 By ______, when presented with a verbal list of 20 correct and incorrect productions of the ___________ phoneme, student will identify the correct and incorrect productions with ______% accuracy as measured by the specialist.

1.3 By ______, when presented with a verbal list of 20 correct and incorrect productions of the __________ phoneme in all positions of words, student will identify the correct and incorrect productions with ______% accuracy as measured by the specialist.

1.4 By ______, when presented with a verbal list of 25 words having the __________ phoneme in either the initial, medial or final position, student will identify the correct position with ______% accuracy as measured by the specialist.

1.5 By ______, when presented with visual, auditory, kinesthetic and tactile cues, student will produce an acceptable _________ phoneme with ______% accuracy as measured by the specialist and students. (50 correct productions)

1.6 By ______, student will acceptably articulate the _________ phoneme in CV syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.7 By ______, student will acceptably articulte the ________ phoneme in VC syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.8 By ______, student will acceptably articulate the _________ phoneme VCV syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.9 By ______, student will acceptably articulate the _________ phoneme in the initial, medial and final position of nonsense syllables with ______% accuracy as measured by the specialist and student. A list of 20 printed and/or 20 verbal nonsense syllables will be presented.

1.10 By ______, student will acceptably articulate the _________ phoneme in the initial position of 20 printed and/or 20 pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.11 By ______, student will acceptably articulate the _________ phoneme in the final position of 20 printed and/or 20 pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.12 By ______, student will acceptably articulate the _________ phoneme in the medial position of 20 printed and/or twenty pictured and orally presented words with _____% accuracy as measured by the specialist and student.

1.13 By _____, student will acceptably articulate the __________ phoneme in randomly selected positions of 20 printed and/or 20 pictured and orally presented words with _____% accuracy as measured by the specialist and student.

1.14 By _____, student will acceptably articulate the ___________ phoneme while reading and/or repeating 20 sentences (phoneme in all positions) with _____% accuracy as measured by the specialist and student.

1.15 By _____, student will acceptably articulate the ___________ phoneme in a controlled sample of conversational speech with _____% accuracy as measured by the specialist and student. (Minimum sample: five minutes)

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SUGGESTED INSTRUCTIONAL OBJECTIVES

LANGUAGE

(2.0)

2.1 By __________, student will sort, according to class and function, pictures of familiar objects in his environment with ________% accuracy.

2.2 By __________, given verbal instructions, student will sort pictures (or objects) according to physical characteristics (specify shape, size, color or material) with _________% accuracy.

2.3 By __________, given oral directions, student will denote position in space by acting out appropriate actions with ________% accuracy.

2.4 By __________, student will name pictures of familiar objects and describe their function with ________% accuracy.

2.5 In __________ weeks, student will respond to questions given basic information (name, address, birthdate, etc.) about himself with _______% accuracy.

2.6 In __________ weeks, student will give correct antonym for ________ words with _________% accuracy.

2.7 In __________ weeks, student will, in response to questions, use appropriate terms denoting time relationships with ________% accuracy.

2.8 In __________ weeks, student will label/describe his feelings and/or feelings of others in response to oral questions with appropriateness as determined by teacher judgment.

2.9 By __________, student will use basic grammatical structures (e.g., pronouns, verb tenses, descriptors, etc.) with _______% accuracy.

2.10 Student will express self, using affirmative, negative and interrogative patterns where appropriate after ________ weeks of instruction with ____________% accuracy as charted by teacher.

2.11 By __________, student will use (specified) social idiomatic speech appropriately as judged by teacher questionnaire and recorded responses.

2.12 By __________, student will retell _________ main events of a story in correct sequence with ________% accuracy.

2.13 By __________, student will state major aspects of each season correctly per teacher judgment.

2.14 By __________, student will name three months associated with each season with _________% accuracy.

SUGGESTED INSTRUCTIONAL OBJECTIVES

AUDITORY DISCRIMINATION

(3.0)

3.1 By __________, student will evidence understanding of "same" and "not same" concept using environmental sounds (phonemes, words, etc.) with __________% accuracy on 20 trials.

3.2 By __________, student will designate environmental object (picture, person, etc.) responsible for making particular sound on tape with __________% accuracy given 20 trials.

3.3 By __________, student will identify taped speech sounds from animal sounds with ________% accuracy given 25 trials.

3.4 By __________, student will choose two correct rhyming words when presented in series of three words with ________% accuracy given 20 trials.

3.5 By __________, student will identify words with the same beginning sounds with ___________% accuracy given 30 trials.

3.6 By __________, student will identify differences in paired words with like/unlike initial consonants with ________% accuracy on 20 trials.

3.7 By __________, student will identify difference in paired words with like/unlike vowels with ________% accuracy on 25 trials.

3.8 By __________, student will identify initial, medial and final positions of ___________ phoneme in words with _________% accuracy given 50 trials.

SUGGESTED INSTRUCTIONAL OBJECTIVES

AUDITORY MEMORY

(4.0)

4.1 By __________, student will recall and reproduce verbally presented order of phonemes (letters, syllables, related words, unrelated words, etc.) in a series of __________ with __________% accuracy on 15 trials.

4.2 By __________, student will recall and reproduce a series of _________ digits (letters, foods, etc.) with _________% accuracy on 20 trials.

4.3 By __________, student will reproduce a simple rhythmic pattern with _______% accuracy on 10 trials.

4.4 By __________, student will reproduce a complex rhythmic pattern with ______% accuracy on 10 trials.

4.5 By __________, student will name the days of the week in correct sequence.

4.6 By __________, student will name the months of the year in correct sequence.

4.7 By __________, student will recite ________ nursery rhymes with _________% accuracy.

4.8 By __________, student will recite the Pledge of Allegiance in its entirety correctly.

SUGGESTED INSTRUCTIONAL OBJECTIVES

PRAGMATICS

(5.0)

5.1 By__________, student will increase the use of eye contact when speaking with adults 8 out of 10 times as measured by specialist.

5.2 By__________, student will increase ability to ask (instead of using gestures) adult speaker to clarify communication 8 out of 10 times as measured by specialist.

5.3 By__________, student will use polite conventions with peers and adults 8 out of 10 times as charted by specialist during role playing situations.

5.4 By__________, student will use proper speech volume in the classroom 80% of the time as judged (evidence on tape recorder) by speech/language specialist.

5.5 By__________, student will decrease interjecting opinions while others are talking by 50% as measured during speech activities by the speech/language specialist.

5.6 By__________, student will increase talk to give information to recall 75% of the facts by retelling a short story as measured by specialist.

5.7 By__________, student will defer from blaming others for interfering with his success of activities 50% (by reinacting his activities prior to the problem) as charted by teacher and parents.

5.8 By__________, student will decrease his mumbling when talking with adults 50% of the time as charted by teacher and parents.

5.9 By__________, student will increase the ability to state two positive things about himself at the end of the day as judged by teacher.

5.10 By__________, student will increase ability to monitor what others have said by listing on board 75% of what others have said in language group situations as measured by specialist.

5.11 By__________, student will use prosody skills when reading as opposed to just speaking 75% of the time as evidenced on Language Master Cards.

STEP 8. SELECTION OF INTERVENTION MATERIALS

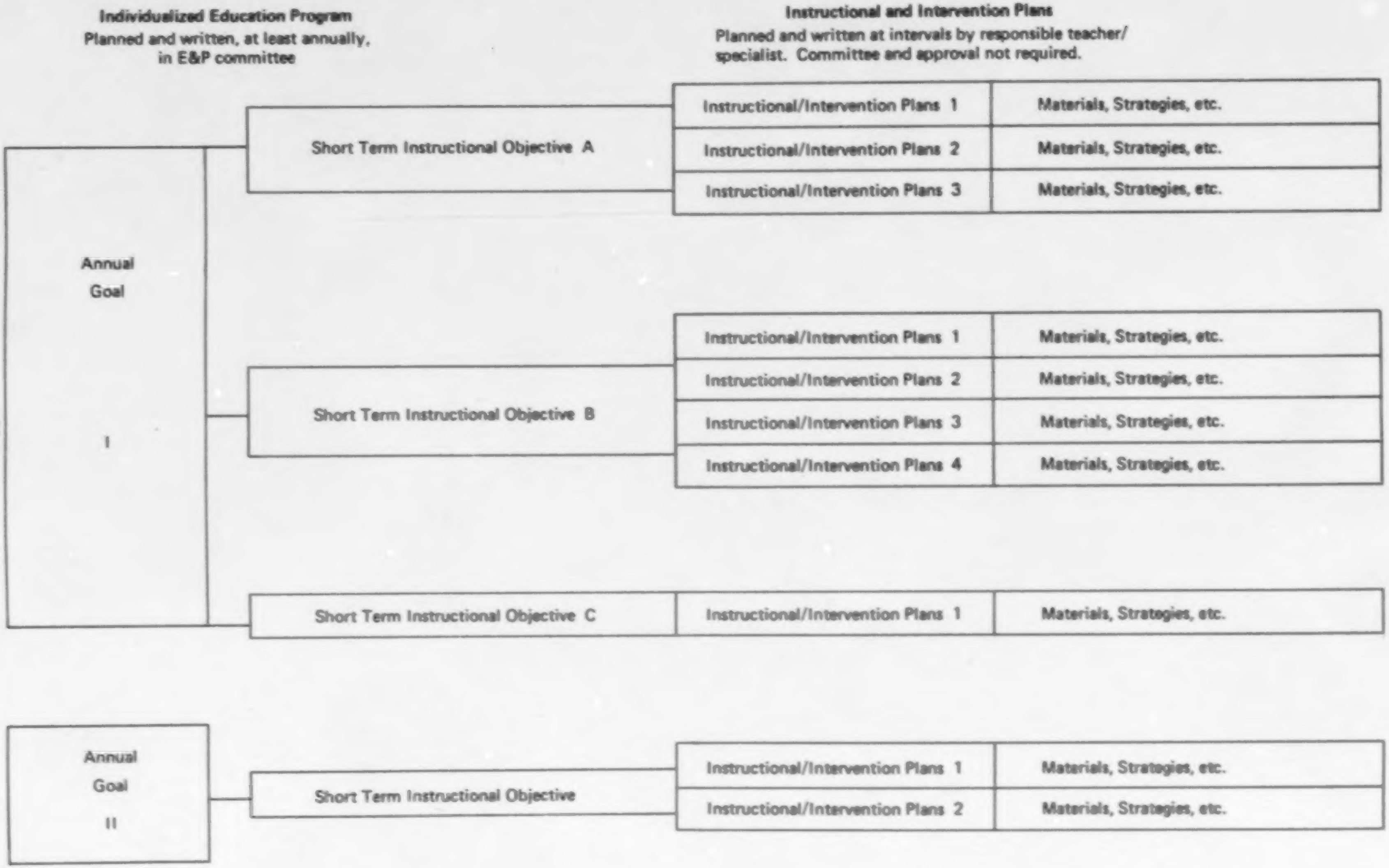
A wide variety of current commercial materials containing logical increments of development for implementing the goals and objectives in the IEP are available. A matrix describing such materials is found in part III of this handbook. The special education teacher/specialist must necessarily select and adapt those materials, and devise functional techniques and strategies which will ultimately determine whether or not the education is "appropriate" and "adequate" for each individual student.

To select instructional materials, programs and strategies prudently requires that judgments be based on assessment data related directly to the goals and objectives of the IEP. The Assessment Analysis form provides a guide for choosing these instructional resource possibilities.

Special education teachers/specialists of the individual are charged with developing and periodically reviewing the activities for each individual. This implies a documentation of intervention strategies and media needed to accomplish the goals and objectives written on the IEP. To aid in such planning the matrix in part III of this handbook lists commercial intervention materials. Following the matrix, a section containing a collection of unpublished instructional techniques and materials is included.

Periodic informal reviews with parents monitoring student progress and achievement should occur and be documented. The diagram on the following page illustrates, in a schematic fashion, the relationship between goals and objectives and the relationship between the IEP and the planned intervention by the person responsible for establishing and implementing the goals and objectives.

A SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES


Individualized Education Program
Planned and written, at least annually, in E&P committee
Instructional and Intervention Plans
Planned and written at intervals by responsible teacher/specialist. Committee and approval not required.
Annual Goal I
Short Term Instructional Objective A
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Short Term Instructional Objective B
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Instructional/Intervention Plans 4
Materials, Strategies, etc.
Short Term Instructional Objective C
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Annual Goal II
Short Term Instructional Objective
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.

STEP 9. THE E&P COMMITTEE MEETING

The coordinator of the assessment team will have assigned duties in establishing timelines, planning and documenting assessment, coordinating team responsibilities and scheduling the E&P meeting as determined by the local educational agency. Procedures differ in Master and Non-Master Plans but must comply with federal and state laws.

Federal and state laws have given parents the right to participate in the development of the IEP as decision makers on an equal basis with every other assessment team member. This right means that the IEP is not written prior to the meeting but it does not prevent members from having written suggestions ready. Where assessment has resulted in confusing or inconclusive data, or when previous school records are unavailable, it is appropriate to schedule more than one meeting to develop the IEP, including all required participants. The goals of such a recommended meeting to which the parents are invited to participate, are:

1. To summarize the outcomes of assessment.
2. To define specific learning needs.
3. To consider eligibility criteria based on state regulations.
4. To determine time and place for the team meeting to write the IEP and determine eligibility.
5. To prepare and deliver parental notification of the IEP committee.

When a meeting as described above occurs, a written report of the meeting should be delivered to the parents. Such a report form, one blank and one completed for Juan Martinez, can be found on the following pages.

The writing of the IEP is the task of a multidisciplinary team, which includes the parent and certain required team members (see appendix B). This meeting is for the express purpose of writing the IEP for a student entering or continuing in special education based on assessment outcomes. Certain decisions must be made:

1. Define present levels of function.
2. Establish eligibility for specific education services.
3. Determine and state annual goals based on assessment data.
4. Determine placement options based on placement procedures specific to Master Plan or Non-Master Plan districts.
5. Decide appropriate placement, related services, the extent to which a student will participate in regular education and what support/ancillary services may be needed.
6. Develop short-term instructional objectives for each annual goal.
7. Obtain written parental consent for placement.

In the event a student does not require special education services, a statement of disposition is prepared by the team. This statement sets forth the reason for the team's decision and forwards it to the referral source.

Finally, arrangements are made to place the student as determined by the team. These arrangements could include transportation, preparation of receiving teacher and class members; and, where appropriate, a gradual phase-in plan to assist the student in making the transition to new placement.

The assessment committee, whether SAT, EAS or E&P, to insure effective and efficient functioning at the IEP committee needs to establish specific procedures for committee functioning. This could include the preparation of an agenda, appointing one team member to act as recorder and actually complete the writing of the IEP at the meeting and determining the team member to chair the meeting to keep it on target.

The completed IEP for the fictitious Juan Martinez can be found on page 67. In this case, the special education placement was a self-contained hearing impaired program with related audiology services. All goals, regardless of the person or source responsible for implementation, appear on one IEP. At no time, does one child have more than one IEP.

Additional model IEP's for hearing impaired appear in appendix A.

Project HAPI **Page 1 of 2**

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. / p.m. located at ______________________

(date) *(time)* *(place)*

for the reasons listed below:

1. Proposed action: ______________________

2. Reasons for proposal: ______________________

3. Options considered: ______________________

4. Reasons for rejection of options: ______________________

5. Assessment procedures used: ______________________

6. Records considered: ______________________

7. Other factors: ______________________

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________________ ______________________

Parent/guardian signature *Date*

______________________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

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Project HAPI Page 1 of 2

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

FICTITIOUS

Date *8-5-77* Name *Juan Martinez*

School *Webster* Grade *2*

Dear *Mr. and Mrs. Chito Martinez*:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

August 10, 1977 (date) at *3:00* ~~a.m.~~ p.m. (time) located at *Webster School--Conference Room #2* (place)

for the reasons listed below:

1. Proposed action: *To meet and determine specific special education services for Juan and to develop an individualized education program (IEP).*

2. Reasons for proposal: *Based on the review and summary of assessment by the education team, special education is indicated for Juan.*

3. Options considered: *Special class placement for hearing impaired with related services to include transportation and hearing aid evaluation.*

4. Reasons for rejection of options: *Juan's current needs indicate the most appropriate special education program is with a special class.*

5. Assessment procedures used: *Procedures used were those indicated on the assessment plan for which you gave informed written consent.*

6. Records considered: *Information from parents, Juan's previous educational history and current assessment and screening results.*

7. Other factors: *Tutorial approach to instruction should be considered in determining the least restrictive environment currently.*

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Your presence is requested at this meeting. ***You must notify this office if you do not plan to attend.***

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ **Address** ______________________

Relationship to student ______________________ ______________________

Name ______________________ **Address** ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

Ms. Sheila Lope
Webster School, Champagne CA 94356

Thank you.

Shelia Lope

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

- _____a. Student name
- _____b. Birthdate
- _____c. Chronological age
- _____d. Personal identifier
- _____e. Sex
- _____f. Number previous years enrolled in school
- _____g. Date of initial enrollment in special education
- _____h. Grade
- _____i. Date of meeting
- _____j. Parents
- _____k. Phone
- _____l. Address
- _____m. Native language of pupil, and
- _____n. How determined
- _____o. Native language of home
- _____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- _____a. Communication/language
- _____b. Academics
- _____c. Social adaptation/emotional development
- _____d. Prevocational/vocational skills
- _____e. Self-help skills
- _____f. Learning Style (Modality)
- _____g. Learning approach
- _____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  _____a. Document person responsible for implementing (not mandated but recommended).

  _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

  _____a. Functional description describes educational need(s) in understandable language.

  _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  _____c. Related services to be provided describes additional services required to fulfill goals and objectives.

  _____d. Special material/equipment to be provided by school district to meet goals and objectives.

  _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

  _____a. Teacher
  _____b. School
  _____c. Special program
  _____d. Date of initial enrollment in special education
  _____e. Project date of placement (note exception)
  _____f. Anticipated date of placement
  _____g. Career/vocational education program
  _____h. Extent of regular class placement (percent of time on weekly basis)
  _____i. Physical education program

_____7. Secondary level graduation requirements.

_____8. Determination of extended school year services (specificity need)

_____9. Participating IEP committee members (in attendance) signature and date, document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____10. Written parental consent to placement as specified documented

_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented

_____12. IEP is legible in entirety

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 4

FICTITIOUS

Student Juan Martinez BD 8-19-68 CA 9-0
Personal Identifier Student #: 336 Sex Male
Teacher Sheila Lope No. Yrs. Enrolled in School 3 Grade 2
School Webster Special Program Special Class: Hearing Impaired
Date of Initial Enrollment in Special Education 9-1-75 *Projected Date of Placement 9-1-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Work options related to the handicapped (WORTH)
Extent of Regular Class Placement 10 % P.E. Program Regular

Date of Meeting August 10, 1977
Parents Chito and Rose Martinez Phone None
Address 33 East Eighth Street, Champagne CA 98745
Native Language of Pupil Bilingual--Spanish/English How Determined Parent Report
Native Language of Home Bilingual--Spanish/English School District of Residence Champagne

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Severe hearing loss. Speech-reading skills poor. Receptive and expressive language lag.

Academics: Reading, spelling, math a year or more below grade level.

Social Adaptation/Emotional Development: Age Appropriate

Psychomotor: Age Appropriate

Prevocational/Vocational Skills: Age Appropriate

Self-Help Skills: Age Appropriate

Learning Style (Modality): Multisensory--(Severe hearing loss/aided binaurally).

Learning Approach (e.g., reflective, persistent, etc.) Reflective. Succeeds with short increment tasks. Analytic.

Health Status: Vision screening normal. Bilateral severe hearing loss. Has been fitted with bilateral aids since age three.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):
No Delay

RATIONALE FOR PLACEMENT

Functional description of handicap: Juan has a severe hearing loss--85dB in speech range. He functions as educationally deaf. Receptive and expressive oral language skills lag about four years.

Specific special education to be provided: Special class placement for hearing impaired.

Related services to be provided: Further hearing aid evaluation and study. Transportation. Amplification for school day. Extra batteries and cord for personal hearing aids will be supplied by parents to be kept by teacher.

Special material/equipment to be provided: Group amplification for instruction. WORTH Prevocational Curriculum.

Provision(s) for possible transition into regular classroom program: Juan shall currently be integrated with a regular class (second grade) for art and regular P.E. When Juan can function successfully without a tutorial learning situation, or when a project or activity in the regular class are appropriate for Juan, appropriate adjustments in his schedule shall be made.

Rationale for Least Restrictive Environment:
Academic achievement is dependent on a tutorial approach with limited small group instruction. Prevocational instruction shall be a part of the specific special education program.

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Student *Juan Martinez* *FICTITIOUS*

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The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members XX sign below:	Date
Chito Martinez Parent/designee signature	8-10-77
Rose Martinez Parent/designee signature	Aug. 10 1977
Student signature	
Special education administrator/designee signature	8-10-77
Frances Brown Regular education teacher signature	[illegible]-77
Mona Storm *School psychologist signature	8/10/77
*Language, speech, and hearing specialist signature	
School nurse signature	
XX Sheila Lopez Special education teacher signature	8-10-77
Interpreter signature	
* Carl Hastings Other signature (specify) AUDIOLOGIST	8-10-77
Other signature (specify)	

*Has evaluated pupil

XXIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No special requirements in Juan's elementary district.

Determination of extended school year services (CAC 3306(e)):

Intersession instruction in the same placement shall be provided for Juan twice during the year-round-school. Dates will be determined by Board of Education, Champagne School District.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Self-contained Class for Hearing Impaired
Specified Special Education Placement

Chito Martinez
Parent/designee signature — Date 8-10-77

Rose Martinez
Parent/designee signature — Date Aug. 10, 1977

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Chito Martinez
Parent/designee signature — Date 8-10-77

Rose Martinez
Parent/designee signature — Date Aug 10, 1977

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Student *Juan Martinez* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve oral language skills.	A. By June 1978, Juan shall show gain in basic concepts understanding by attaining competency at the 30% level for entrance grade one on the Boehm Test of Basic Concepts. Person responsible Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Juan shall demonstrate orally the mastery of "Apple Tree" -- Levels 1 and 2 as measured by teacher-made tests. Person responsible Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	C. By June 1978, Juan shall demonstrate orally and graphically the mastery, sequentially, of all speech elements as presented in the phono-visual charts. Person responsible Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	D. By June 1978, Juan shall follow adequately three-step verbal commands through speech-reading without clues per teacher observation. Person responsible Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve academic skills.	A. By June 1978, Juan will successfully complete level 10 of New MacMillan Reading Program as determined by diagnostic tests. Person responsibile Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Juan will graphically reproduce a series of six letters from memory with 100% accuracy. Words will be selected from reading and experience needs. Teacher-devised tests will be used. Person responsible Sheila Lope Date established 8-18-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

*CAC Title 5 – 3307

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Student *Juan Martinez* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
	C. By June 1978, Juan shall master Level 1 Computation and Leve I Concepts and Applications in the Chula Vista Diagnostic Mathematics Program. Person responsible Sheila Lope Date established 8-18-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Develop prevocational skills and abilities.	A. By June 1978, Juan shall master 80% of the sensori-motor skills at the basic level of WORTH at the level of proficiency stated. Person responsible Shelia Lope Date established 8-18-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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STEP 10. IMPLEMENTING THE IEP

The IEP shall be implemented as soon as possible but no later than 20 school days after written parental consent to placement has been obtained. No IEP can be implemented without written parental consent to placement. An exception to this 20 day time requirement, where an appropriate placement cannot be made within this time, the reason for the delay and a projected date for placement shall have been stated in the IEP.

Each school district is charged with making the school climate receptive to the child. Ongoing measurement of progress is imperative. As changes take place they should be measured or observed and recorded. To make effective program decisions, progress should be monitored frequently and changes should be made whenever it is evident that student progress differs from the anticipated rate. Written district policies and procedures provide for the personnel responsible for and the manner in which the implementation is followed and monitored. These procedures include the process for a teacher to follow in obtaining a special review of the appropriateness of a child's placement.

In the event a student transfers into a district from another district in which he had special education placement or services, the administrator may place the child in a comparable placement for 30 days, even without complete documentation. However, before this period has expired the placement must be reviewed by the assessment team and a final recommendation shall be made according to law.

STEP 11. REVIEW OF THE IEP

The IEP must be reviewed at least annually or sooner if requested by a parent or a teacher, or if a pupil's placement or programming is to be changed or terminated (CAC 5 3307). A full assessment is not required for a review. However, such an assessment is mandated at least every three years that a student remains in a special education placement.

A review is necessary to determine if a pupil's progress is reasonable, and for making decisions about modifying services, program or placement changes. Annual goals and objectives must be based on what the student can do currently, what the overall development needs to be and how the pupil should be able to function at the end of the education program. To accomplish this, a new IEP is written in committee for a period of no longer than a year. The E&P committee reviewing the IEP always includes the parent and school personnel as appropriate according to federal laws and to state regulations pertaining to Master and Non-Master Plan districts.

Project HAPI

FICTITIOUS

Instructional and Activities Plan

Page 1 of 3

Student *Juan Martinez* BD *8-19-68* CA *8-10* School *Webster* Teacher *S. Lope* Date Enrolled *9-1-77* Date *8-18-77*

Person Responsible *S. Lope* Learning Style *Multisensory* Learning Approach *Reflective. Succeeds with short increment tasks. Analytic.*

Annual Goals	Short-Term Instructional Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
I	*A*	*1. In nine weeks, Juan shall demonstrate Boehm Concepts 1-12 understanding using real (3D) objects with 85% accuracy on teacher made assessment.*	*Hazel Bright's materials* *Boehm Resource Guide for Basic Concept Teaching*	Date ______ Achieved ______ Reviewed ______ Revised ______ Parent Informed
	B	*1. In four weeks, Juan shall have completed satisfactorily as measured by CHECK POINT one in Apple Tree (1) the comprehension and controlled composition of nouns and adjectives.*	*Apple Tree (1)* *Writing Stories with Julie and Jack*	
		2. In nine weeks, Juan shall have completed satisfactorily those skills measured by the second CHECK POINT in Apple Tree (1).		
	C	*1. In nine weeks, Juan shall reproduce the P-V consonant chart sequentially correct with 80% accuracy orally and graphically.*	*Phono-Visual materials*	
	D	*1. In four weeks, Juan shall locate orally requested objects with no visual clues with 80% accuracy as measured by teacher judgment.*	*Correlate with activities from WORTH*	
		2. In nine weeks, Juan shall imitate actions upon oral request with no visual clues with 80% accuracy as measured by teacher judgment.	*Boehm Concept Resource materials*	

Project HAPI

Student *Juan Martinez*

Annual Goals	Short-Term Instructional Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
II	*A*	*1. In six weeks, Juan will complete satisfactorily level 4 of reading series as measured by diagnostic level 4 test.*	*The New MacMillan Reading Program* *Level A: Boning Series* *Writing Stories with Julie and Jack* *P-V materials*	**Date** ______ Achieved ______ Reviewed ______ Revised ______ Parent Informed
		2. Upon completion of II, A (1), Juan shall proceed to level 5 maintaining satisfactory progress per teacher judgment which shall be reported to parent at first conference period.		
	B	*1. In nine weeks, Juan will graphically reproduce a series of three letters from memory, using words beginning with unvoiced sounds selected from reading and experience needs with 80% accuracy on teacher-made tests.*	*Phono-Visual materials*	
	C	*1. In three weeks, Juan will sequence numbers correctly through ten with 90% accuracy as measured by teacher tests.*	*Stern Blocks and Workbook* *Holt Rhinehart Math* *Abacus* *Flash Cards*	
		2. In nine weeks, Juan will sequence numbers correctly through 50 with 95% accuracy as measured by teacher tests.		
		3. In nine weeks, Juan will demonstrate mastery of addition and subtraction facts through sums of ten with 100% accuracy as measured by teacher tests.		

Project HAPI

Student *Juan Martinez*

Page 3 of 3

Annual Goals	Short-Term Instructional Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
III	*A*	1. *In nine weeks, Juan shall have successfully demonstrated mastery of sensori-motor skills (WORTH) in content areas of Body Senses and Spatial Relations per teacher judgment.*	*Career Education: WORTH* *Project ALAP* *Guest speakers* *Study trips* *Filmstrips: Careers* *TC - Galloping Gourmet*	Date ______ Achieved ______ Reviewed ______ Revised ______ Parent Informed

PART II

ASSESSMENT

ASSESSMENT MATRIX A

Some of the determinations assigning appropriate areas of function for listed assessment tools was subjective, since it is difficult to isolate and designate categories other than in a somewhat general sense. Consequentialy, this matrix is designed to be used as a guide and the reader is encouraged to obtain further definitive information.

An empty matrix form is provided following the listed assessment tools for the inclusion of additional instruments that the reader may wish to record.

ASSESSMENT MATRIX A

ASSESSMENT TOOL Note: Mode of communication and amplification may need to be adapted to individual needs.	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Adult Basic Learning Examination (ABLE)			X	X			
Apple Tree		X		X			
Assessment of Children's Language Comprehension (ACLC)				X			
Assessment Procedures for Low-level Deaf/Blind	X		X	X		X	
Audiometric Assessment	X		X				
Auditory Capacities Inventory	X			X			
Auditory Capacities Observation			X	X			
Auditory Memory Span Test	X			X			
Basic Education Skills Inventory (BESI)		X					
BCP Strands - Cajon Valley District	X	X	X	X	X	X	X
Behavior Rating Scale							X
Behavioral Characteristics Progression	X	X	X	X	X	X	X
Bender Motor Gestalt Test	X		X			X	
Boehm Test Basic Concepts				X			
Brigance Diagnostic Inventory of Basic Skills		X					
Brill Educational Achievement (Forms A & B) tests		X		X			
Bryngleson-Glaspey: Articulation				X			
The Bzoch-League Receptive-Expressive Emergent Language Scale for the Measurement of Language Skills in Infancy (REEL)				X			
Carrow Elicited Language Inventory				X			
Case History	X	X	X	X	X	X	X

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Checklist of Language Behavior				X			
Checklist: Observation of Classroom Behavior/Function	X	X	X	X	X	X	X
Chicago Non-Verbal	X	X					
Chula Vista: Diagnostic Reading & Math		X		X			
Collier-Azusa Scale			X	X		X	X
Curriculum Assessment Resources Evaluation (CARE)	X	X	X	X	X	X	X
Developmental Profile Manual Alpern & Ball	X		X	X		X	X
Developmental Test of Visual Motor Integration (VMI)			X				
Diagnostic Reading Scales: Spache Listening Comprehension Subtest		X		X			
Durrell Analysis of Reading	X						
Expressive Language Inventory				X			
Frostig	X	X	X				
Geist Picture Interest Inventory: Men & Women					X		
General Aptitude Test Battery (GATB)	X	X	X	X	X		
Goodenough-Harris Drawing Test	X		X			X	
Green Mountain Math		X		X			
Guide for Psychological Evaluation of Deaf and Hard of Hearing People	X	X		X		X	
Hearing Aid Evaluation	X		X				
Health Railwalking			X				
Hiskey-Nebraska Test of Learning Aptitude	X	X		X			
How I Really Feel!	X					X	

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Illinois test of Psycholinguistic Abilities (ITPA)	X			X			
Inner & Receptive Language Inventory	X			X			
Interest Inventory	X					X	
Inventory of Developmental Levels of Auditorially Handicapped	X	X	X	X	X	X	X
Iowa-Keaster Test of Lip Reading				X	X	X	X
Key Math		X					
Koontz Child Development Program			X	X		X	
Language Samples - Oral and Written		X	X	X		X	
Learning Style Indicator	X						
Leiter International Performance Scale	X						
Lessons in Syntax		X		X			
MWM Program for Developing Language Abilities	X			X			
Metropolitan Readiness	X	X	X	X		X	
Motor Function Checklist	X		X	X			
Motor Performance Inventory			X				
Non Reading Aptitude Test Battery (NATB)					X	X	
Northwestern Syntax Screening Test (NSST)				X			
Observed Behavior Rating Scale	X		X			X	
Ontario School Ability	X	X		X			
Oseretsky Testing Motor Proficiency			X				
Other Learning Stypes	X						

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Peabody Individual Achievement Test (PIAT)		X		X			
Peabody Picture Vocabulary Test (PPVT)				X			
Piaget R/L Awareness Test			X	X			
Piers-Harris Children's Self Concept Scale						X	
Preferred Mode of Learning	X			X			
Pre-school Attainment Record	X		X	X		X	X
Pre-school Language Scale (PLS)				X			
Purdue Survey			X				
Quick Learning Style Checklist	X						
Rating Scale: Behavioral Disturbances	X			X		X	
Referral For Hearing Test	X	X	X	X		X	
Rush: Language of Directions (Tests A & B)		X		X			
Scales of Early Communication Skills for Hearing-Impaired (C.I.D.)				X			
Sequential Testing & Educational Programming STEP (First & Second)	X	X	X	X		X	
Slingerland	X	X	X	X			
Slosson Drawing Coordination Test (SDCT)	X	X	X			X	
Social and Prevocational Information Battery					X	X	
Speech Mechanism: Checklist			X	X			
Speech Reading Record	X			X		X	
Spelling Analysis	X	X					
Spontaneous Language Sample				X			

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
SRA Achievement Series		X					
Stanford Achievement Tests (SAT): Special Education for Hearing Impaired		X		X			
Student Interview - High School	X					X	
System FORE	X	X		X	X	X	X
Test of Syntactic Abilities (TSA)				X			
Tests From Speech Reading Jeffers & Barley	X			X			
Time Inventory	X	X		X	X		
Toe-Hold Literacy Packet				X			
Utah Test of Language Development	X	X	X	X			
Vineland Social Maturity Scale				X	X	X	X
Visual Auditory Digit Span (VADS)	X		X	X			
Visual-Hearing Test	X			X		X	
The Way It Is - Incomplete Sentences					X	X	
Wide Range Achievement (WRAT)		X					

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help

ASSESSMENT MATRIX B

The assessment tools in this matrix are the same as those listed in the preceding matrix and are arranged in the same order. It should be noted that some of the tests offer suggestions for procedures and materials for consideration in designing intervention.

For the purposes of this matrix criteria referenced instruments are reference tests and refer to those tools which are intended to measure a subject's development of particular skills and his personal levels of mastery. No comparison to peer population is considered in these reference tests.

Norm referenced tests, on the other hand, yield information concerning a subject's performance within a given population, emphasizing his relative standing as compared to that of his peers.

Additional matrix space is available following the author's compilation for recording information regarding the tools the reader may have added to Matrix A.

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Adult Basic Learning Examination (ABLE)	Battery constructed for adults. Level I (Gr. 1-4). Level II (Gr. 5-8). Each level includes vocabulary, reading, spelling, arithmatic.	Two forms for each level. Individual test booklets. Power test small group or individual administration.	Not timed may use all items or selected sub tests	Secondary		X	Harcourt, Brace & Jovanovich
Apple Tree: A Developmental Language Program	Pre and Post-Test, 3 forms test 10 instructional units	One-to-one/small group. Test sheets may be reproduced.	Open	Levels 1 - 6	X		Dormac, Inc.
Assessment of Children's Language Comprehension	Measures Receptive Language skills at a basic level. Determines level at which child is unable to process and remember lexical items in syntactic sequence.	Child response to pictures one-to-one response form.	10 + minutes	3 - 7 years		X	Consulting Psychologists
Assessment Procedures for Low-level Deaf/ Blind Sekas & Dybdal	Guide to evaluating auditory awareness, perceptual skills, social-emotional behavior and attention span.	Examiner made prompts and materials. Narrative response suggested. One-to-one administration.	Not timed	Birth to 7 yrs	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Audiometric Assessment	Assess acuity	Audiogram, one-to-one	Open	All	X		Clinical audiometer. Audiogram form - HAPI Handbook
Auditory Capacities Inventory	Inventory designed for young hearing impaired children. Gives alternatives to pure tone audiometry but also provides a comparison with audiogram.	Audiometric measure plus observation and assessment with sound toys. One-to-one administration.	Untimed	All ages	N.A.	N.A.	HAPI Handbook
Auditory Capacities Observation	Observation of auditory functions in specific situations.	Observation, one-to-one checklist	Open	All Ages	X		HAPI Handbook
Auditory Memory Span Test	Assesses Auditory sequencing of digits	Oral response one-to one administration.	5 minutes	3 to adult	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Basic Educational Skills Inventory (BESI)	Assesses Reading and math levels. Math section is strong, pinpoints skill deficits.	With Hearing Impaired suggested one-to-one administration. Use student response booklet. Scoring sheets provide pre-post inventory. Math and reading kits purchased separately.	Open	6 years & up (Gr. 1-6 levels)	X		B. L. Winch & Associates
BCP Strands Behavioral Characteristics Progression Cajon Valley	Assesses 52 behaviors in spiraling progression.	One-to-one administration. Responses unique to area of assessment.	Open	Infancey & up	X		Cajon Valley Union School District
Behavior Rating Scale	Indicated needs and behavior as rated by observer.	Observation- Items rated 1 to 5. Checklist	Open	Early childhood and upwards	X		HAPI Handbook
Behavioral Characteristics Progression	Excellent for low functioning students communicating with parents. Characteristics give fine increments of development, but some are out of developmental sequence within the strand.	Observation, interview, structure to assess all areas. Individual	Not timed	Birth to Adult	X		Vort Corporation

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Bender Motor Gestalt Test	A maturational test in visual motor function. Explore retardation, regression loss of function & organic brain defects & explore personality deviations.	One-to-one administration motoric response yields good measure of gross neurological impairment.	Approx. 20 min.	School age to adult		X	American Orthopsychiatric Assoc. Inc.
Boehm Test of Basic Concepts	Measures mastery of concepts necessary for school achievement. May be signed written stimulus.	Motoric response one-to-one, (deaf) small group (HH)	30-45 minutes	K - 2		X	Harcourt, Brace & Jovanovich
Brigance Diagnostic Inventory of Basic Skills	Developed and field tested for assessing specific educational needs for handicapped. Instructional priorities identified indicating goals and objectives.	Student Record Book. May use entire battery or select individual skills.	Quick grade level assessment- 15 min. More for upper levels and specific areas.	K - 6 Appropriate for Jr. High & Secondary Handicapped	X		Curriculum Assoc.
Brill Educational Achievement Tests A & B	Assesses educational achievement.	Group -- Response forms	Open	Secondary (Deaf)		X	Joyce Media Co.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Bryngleson-Glaspey: Articulation	Assess articulation of phonemes in all positions and in blends.	One-to-one administration. Checklist	10-12 minutes	point of verbal identification of pictures upwards	X		Scott Foresman
The Bzoch-League Receptive-Expressive Emergent Language Scale (REEL)	Measurement of Language skills in infancy.	One-to-one administration. Recommended for use with Hearing Impaired but not adapted for deaf.	Untimed	0 - 3 months	X		The Tree of Life Press
Carrow Elicited Language Inventory	Quantifies & identifies specific language deficiencies.	One-to-one response. Responses recorded in phonemic notation. (Cannot use norms if the test is signed, however, provides valid assessment).	5 Min. to admin. 20-30 min. to score	3.0 yrs. to 7.11 yrs.		X	Learning Concepts
Case History	Outline of items to consider in gathering of developmental record of student	One-to-one informant	Open	Use appropriate items as needed.	N.A.	N.A.	HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Checklist of Language Behavior	Suggested items for informal assessment of language.	Oral/motoric, responses may be taped for some items.	Open	All ages	X		HAPI Handbook
Checklist: Observation of Classroom Behavior/ Function	Checklist rates 7 areas of behavior/function. Appropriate to use in structuring observation and reporting. Provides objectivity in defining behavior.	One-to-one observation, checklist and summary provided	Open	All	N.A.	N.A.	HAPI Handbook
Chicago Non-verbal	Measures abilities for verbal handicapped in use of English language.	Motoric response non-language based one-to-one/small group Required special training for admin.	Open	6 to adult		X	Harcourt, Brace & Jovanovich
Chula Vista: Diagnostic Reading and Math(1977)	Measures levels of achievement. Has been used with some hearing impaired Chula Vista children. Math is applicable to deaf & HH and may employ manual communication. Reading Comprehension subtest has shown usefulness.	Oral/motoris response, one-to-one administration	Open	Reading: Preprimer thru Jr. High Math: K-7	X		Chula Vista City

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Collier-Azusa Scale	Adapted for Deaf, Blind and deaf/blind. Starts at early developmental levels with examples of behavior to be observed. Small steps and detailed.	Verbal and non-verbal response required, one-to-one administration. Easy to score and graph	Not timed	Birth to 108 months	X		The University of Texas, Collier Center for Communication Disorders
Curriculum Assessment Resources Evaluation	Very comprehensive guide. Uses step-by-step procedure Easy to follow. Provides curriculum objectives with task analysis instruction.	One-to-one administration. Use of inventory identifies level of development	Not timed	Birth to adult	X		Los Angeles Co. Supt. of Schools Div. of Special Education
Developmental Profile Manual Alpern & Ball	Assesses: self-help, gross and fine motor, visual, cognetive, language, orientation & modility, socialization & emotional growth & environmental awareness.	Teacher-parent interview, easy to use, can test items with child if there is a question.	20 min.	Birth to adolescent		X	Psychological Development Publications
Developmental Test of Visual Motor Integration (VMI)	Measures degree to which visual perceptive and motor behavior are intergrated.	One-to-one administration	Not timed	6 years & up		X	Follett Pub. Co.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Diagnostic Reading Scales: Spache Listening Comprehension subtest	Adapt to appropriate mode of communication for hearing impaired. Short paragraphs are read to student. Comprehension questions asked. Test indicates if understanding of read or oral material is greater. Also test of immediate recall.	Individual. Tasks are arranged in eleven grade levels	Open	Grade 1.6 to 8.5		X	CTB/McGraw Hill
Durrell Analysis of Reading	Analysis and evaluation in 8 areas of reading	Three test levels: 1. Non-reader-pre-primer 2. Primary grades 3. intermediate grades	30-90	School age & up		X	Harcourt, Brace & Jovanovich
Expressive Language Inventory	Inventory of selected items from developmental scales to assess expressive language skills.	Examiner provides situations & materials to elicit desired responses.	10-20 minutes	Appropriate for nonverbal/ limited speaker	N.A.	N.A.	HAPI Handbook
Fostig test of Visual Perception	Assesses 5 categories of visual perception.	One-to-one administration	Approx. 1 hour	3-7	X		Consulting Psychologists Press

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Geist Picture Interest Inventory Men & Women	Used to identify vocational and avocational interests Non-reading-non-verbal	Easy to administer and interpret Individual test booklets	Open	Grade 8 thru College		X	Western Psychological Services
General Aptitude Test Battery (GATB) (1973 Rev.)	Provides assessment of vocational capabilities, assistance in counseling for occupational programs, job selection & placement.	May require adaptation for hearing impaired	1-1½ hrs	16 and above	X		U.S. Government Printing Office
Goodenough-Harris Drawing Test	Helpful in attaining young child's general ability level. Special use with non-verbal children. Scoring and interpretation required. Specialized training to assess accurately.	Paper, pencil task. One-to-one response or may be administered in groups using essentially the same directions.	5-10 min.	4 - 11 years Deaf: 8½ upwards		X	Harcourt, Brace & Jovanovich
Green Mountain Math Diagnostic Tests	Assesses math skills with fractions and decimals.	Individual placement guide interprets results.	Power test	Secondary level	X		Dormac, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Guide for Psychological Evaluation of Deaf and Hard of Hearing People	Provides clarification of testing of hearing impaired.	Lists appropriate intelligence and personality tests.	N.A.	Secondary	N.A.	N.A.	HAPI Handbook
Hearing Aid Evaluation	Assess efficiency and appropriateness of aid.	One-to-one, examiner qualified audiologist.	Open	All	X		(Clinical Audiologist), responsible person
Health Railwalking	Assesses motor ability as to M.A. and etiology. American Journal of Psychology, Vol. LV, 1942	Motoric response One-to-one.	15-20 minutes	6 to adult	X		University of Illinois Press
Hiskey-Nebraska Test of Learning Aptitude for the Deaf	Cognitive- adaptive measure Taps major psychological components necessary in school learning for deaf.	One-to-one Record booklets and drawing sheets for scoring.	45-60 minutes	3 - 16		X	Marshall S. Hiskey

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
How I Really Feel!	Explores interests. Possible uses in counseling and for teacher information.	Student may complete or items may be read and recorded by examiner.	Untimed	Upper elementary, secondary	N.A.	N.A.	HAPI Handbook
Illinois test of Psycholingistic Abilities (ITPA)	Subtests: auditory reception, auditory association Visual reception, visual association, visual closure, auditory sequential memory, verbal expression, grammatic closure, manual exp. auditory closure, sound blending.	Verbal and motoric one-to-one, subtests may be selected from battery.	Open	2.4 to 10.3		X	University of Illinois Press
Inner & Receptive Language Inventory	Inventory of selected items from development scales to assess language.	Examiner provides situations & materials to elicit desired responses.	10-12 minutes	Appropriate for nonverbal/ limited speaker.	N.A.	N.A.	HAPI Handbook
Interest Inventory	Samples student's preferences.	One-to-one student may act as own recorder.	10 minutes	Open	N.A.	N.A.	HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Inventory of Developmental Levels of Auditorialy Handicapped	Compares normal and hearing handicapped development in several areas	Informant responds either orally or written one-to-one	Open	Normal development birth to 5 yrs	- N.A.	N.A.	HAPI Handbook
Iowa-Keaster Test of Lip Reading	A measure of speech reading of unrelated sentences.	Oral or written response, one-to-one or small groups.	Open	Jr. high and upwards	X		HAPI Handbook
Key Math	Provide comprehensive assessment through 14 subtests covering 3 basic areas; content, operations & applications	Requires almost no reading or writing. One-to-one administration. Response sheet provides diagnostic record.	30 minutes	Pre-school thru grade 6. No upper limit for remedial use		X	American Guidance Service
Koontz Child Development Program	Provides performance evaluation and training activities. Has particular emphasis for hearing impaired.	One-to-one-Observation and test items. Includes sensory skills.	Un-timed	0 - 48 mos.	X		Western Psychological Services

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Language Samples Oral and Written	Assess language structure.	One-to-one, oral responses may be taped.	Open	Oral-all ages Written-all grades	X	X	HAPI Handbook
Learning Style Indicator Checklist	Observation guide to be used by teacher.	Checklist One-to-one	Untimed	All	N.A.	N.A.	HAPI Handbook
Leiter International Performance Scale	Non-verbal, assesses intellectual levels. Good interest appeal	Motor responses. One-to-one admin. Requires admin. by psychologist	Varies	All- Excellent for ages 4-12		X	Stoelting Co.
Lessons in Syntax	Evaluation procedures to follow Apple Tree.	Individual, self correcting for individualized use.	Open	Remedial and Developmental levels to follow Apple Tree.	X		Dormac, Inc.

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
MWM Program for Developing Language Abilities	A screening device for teachers based on observed language behaviors. Authors stress this is not a test, rather, an inventory for the purpose of designing remediation.	One-to-one administration. Observation after six weeks or more of school attendance.	Open	K - 3 and handicapped	X		Educational Performance Association
Metropolitan Readiness	Total score includes subtests measuring visual perception and motor control. Required in writing. Assesses reading and number readiness.	Motoric response One-to-one/small group administration 2 forms A & B	Administer in 3 sessions. 60 min. total time	K - 1		X	Psychological Corporation
Motor Function Checklist	Observation of motor function gross, fine and speech mechanism.	Motoric response, one-to-one checklist	Open	Early childhood, upwards	X		HAPI Handbook
Motor Performance Inventory	Measures locomotion and movement manual dexterity and laterality.	Examiner provides situations & materials to elicit desired responses.	10 minutes	1 - 6 years	x		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Nonreading Aptitude test Battery	Provides assessment of vocational capabilities, assistance in counseling for occupational programs, job selection & placement.	Test instructions and questions are read by test administrator.	Open	Secondary level	N.A.	N.A.	Office of Information Publication and Reports U.S. Dept. of Labor
Northwestern Syntax Screening Test (NSST)	Screening test for receptive and expressive language, hard of hearing.	One-to-one response form	Open	3.0 - 7.11 years		X	Northwestern University
Observed Behavior Rating Scale	To assess many behaviors.	Informant one-to-one Response form.	Open	All	X		HAPI Handbook
Ontario School Ability Examination	Performance test designed to assess learning abilities of deaf, non-verbal, or those whose native language is other than English.	Requires special training for administration, one-to-one.	20-40 minutes	3 - 15 years		X	Ryerson Press

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Oseretesky Tests of Motor Proficiency.	Assesses motor skills	Motoric response one-to-one	15-20 minutes	4 - 16 years		X	Minneapolis Ed. Test Bureau
Other Learning Styles	Explores possible learning styles	Student may complete or items may be read and recorded by examiner.	Untimed	Upper elem. Secondary	N.A.	N.A.	HAPI Handbook
Peabody Individual Achievement Test (PIAT)	Assesses: math, reading recognition, reading comprehension, spelling, & general information.	One-to-one admin. Test results recorded on Individual Record Booklet	Open	Pre-school to Grade 13.2		X	American Guidance Service
PPVT English and Spanish	Measures receptive language for single word.	Use one-to-one administration for oral child.	20 min.	2½ to 18 yrs.		X	American Guidance service

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Piaget - Right/ Left Awareness Test	Assesses understanding of right/left Child Development Vol. XXXI #1 (1965 pp. 57-71)	One-to-one	10 minutes	5 - 11	X		University of Chicago Press HAPI Handbook
Piers-Harris Children's Self Concept Scale	Self Report Instrument requires approx. 3rd grade reading ability. Designed for research on development of children's self attitude and correlates of these attitudes.	Provides individual Test Booklet. May be group or individually administered. Items may be read or communicated manually to hearing impaired.	15 to 20 min.	Grades 3-12		X	Counselor Recordings and Tests
Preferred Mode of Learning	Questionnaire designed to indicate child's preferred learning style.	Adapted for hearing impaired, one-to-one record response.	5 minutes	School age	N.A.	N.A.	HAPI Handbook
Pre-school Attainment Record	Gives broad, general overview of child's performance in many areas. Provides helpful profit.	One-to-one Manual with response form	15-30 minutes	0 - 84 months	X		American Guidance Service

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Pre-School Language Scale (PLS)	Aids in evaluation of language development.	One-to-one	Open	28 months and up		X	Charles E. Merrill Publishing Co.
Purdue Survey	High School English test samples knowledge of "good English".	Group admin. Forms 1 & 2-- Has re-usable test booklet	65 minutes	H.S. (9-12)		X	Houghton Mifflin
Quick Learning Stype Checklist	Checklist for teachers use in exploring possible learning style.	Student may complete or items may be read and recorded by examiner	Untimed	Upper elem. Secondary	N.A.	N.A.	HAPI Handbook
Rating Scale: Behavioral Disturbances	Rates behaviors: Disturbances of perception, Motor Disturbances, Disturbances of relating, Disturbances of language.	Requires informant to be well acquainted with individual's behaviors. Behaviors are rated on a scale of 1 to 4.	Open	All ages	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Referral for Hearing Test	Focuses on symptoms associated with inadequate hearing.	Informant responds orally or written one-to-one	Open	All ages	N.A.	N.A.	HAPI Handbook
Rush: Language of Directions Test A & B	From programmed workbook. Pre and post tests of most frequently used directions found in current texts, workbooks, etc.	Paper/pencil, response on test form	Open	Upper elem. to secondary		X	Alexander Graham Bell Association for the Deaf
Scales of Early Communication Skills for Hearing Impaired Children (CID) Morgand Geers	Designed to evaluate speech/language development. Provides 4 scales: Receptive Language Skills, Expressive Language Skills, Nonverbal Receptive Skills, Nonverbal Expressive Skills. Items are listed in expected developmental order for hearing impaired.	Evaluator rates child's language behaviors on specific test items. Response recorded on rating form. Admin. one-to-one. Evaluator must be well acquainted with instrument.	Untimed	2 - 8 years		X	Central Institute for the Deaf
Sequential Testing and Educational Programming First: Pre-Elem. Second: Secondary (STEP)	Provides instrument to assess students needs or progress according to own performance. Does not discriminate because of handicap. Needs of deaf can be diagnosed without relying on oral language. Assesses sensory, pre-symbolic, symbolic, conceptual and affective developmental levels.	Individual response sheet. One-to-one.	Varies	First Step: Elementary Second Step: Secondary	X		Academic Therapy Publications

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Slingerland Screening Test	Identification of specific language learning disabilities. Visual perception, visual motor ability, auditory perception.	Small group/individual Test booklet, 3 test levels Training in administration needed.	Approx. 20 min. per level	Grades 1 - 4		X	Educator's Publishing Service
Slosson Drawing Coordination Test (SDCT)	Designed as a screening instrument to identify individuals with various forms of brain dysfunction or perceptual disorders where eye hand coordination is involved.	For individual or group testing. Instructions may be given in appropriate mode of communication for hearing impaired	10 - 15 minutes	Children and adults		X	Slosson Educational Publications, Inc.
Social and Prevocational Information Battery	Battery consists of 9 tests measuring short term goals of work study programs. Employability, Economic self sufficiency, Family living, personal Habits & Communication.	Uses pictorial representation may be individual or small group administered.	15 - 30 minutes	Jr. and Sr. High	X		Research and Training Center University of Oregon
Speech Mechanism: Checklist	Assess oral mechanism function	One-to-one motoric response checklist	5 minutes	All Ages	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Speech Reading Record	Lists acuity aided/unaided Provides record for on-going assessment of speech reading skills.	One-to-one observation Rates performance on record sheet.	Open	Early childhood upward	N.A.	N.A.	HAPI Handbook
Spelling Analysis	Provides some indication to approach to learning, students strengths and skills which need to be sharpened. Good tool for classroom teachers.	One-to-one Test items based on results of word recognition on WRAT.	10 - 15 minutes	1 - 12	X		HAPI Handbook
Spontaneous Language Sample	Guide of considerations in taking language sample.	Record observations one-to-one	Open	All	N.A.	N.A.	HAPI Handbook
SRA Achievement Series	Assesses: Language art, Reading, Math levels.	One-to-one or small group	Open	2 levels: Gr. 1 - 4 4 - 9		X	Science Research Association

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Stanford Achievement test, Special Ed. for Hearing Impaired	Comprised of a series of comprehensive achievement tests adjusted in accordance with observed performance trends of hearing impaired students.	Test booklets published in machine scorable booklet in Form A only.	Fundamentally power tests. Time limit generous.	Primary levels I, II, III Intermediate level I, II Advanced level Small group admin.		X	Office of Demographic Studies
Student Interview (High School)	Appropriate to use for counseling to determine interests.	Student responds to questions. May be read by student or examiner may read and record responses.	Untimed	Secondary	N.A.	N.A.	HAPI Handbook
System FORE	Language, Reading, Math and Self help skills. Provides assessment inventories, developmental sequences instructional materials lists and individual score sheets to record progress.	One-to-one. Ordinal series of criterion referenced objectives in a developmental scale. Levels 0 to 32.	Untimed	Birth to 14 years. levels 19 - 32 designed for secondary.	X		Foreworks
Test of Syntactic Abilities (TSA)	Designed for deaf. Assesses language strengths and weaknesses. Measures students general knowledge of syntactic structures.	Group or individual. May use cluster of sub-tests for individual needs, also provides a screening test. Total of 20 sub-tests.	Open	10 years and up		X	Dormac, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
(Tests from) Speech Reading Jeffers & Barley	Text provides speech reading test & directions including: Craig: Lipreading Inventory, Cavendor: Speech Reading Test, Butt: Children's Speech Reading Test, Barley: Speech Reading Test, Utley: Sentence Test, Costello: Test of Speech Reading.	One-to-one.	Varies	All	N.A.	N.A.	C. C. Thomas
Time Inventory	Assesses understanding of time.	One-to-one	10 minutes	School Age	X		HAPI Handbook
Toe-Hold Literacy Packet	Establishes language for non-verbal persons	Written; motoric one-to-one	Open	Pre-lingual thru adult	X		Photo School Films & Co.
Utah Test of Language Development	Measures receptive and expressive language, visual auditory and motor skills.	Motoric/verbal one-to-one response form	30-45 minutes	1 to 15 years		X	Communication Research Assoc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Vineland Social Maturity Scale	Measures skills of self help, occupation, communication, locomotion, socialization.	Informant or subject verbal response. One-to-one admin. Inventory to be scored.	Open	Birth to Maturity		X	Educational Test Bureau
Visual Auditory Digit Span (Visual Subtests for Deaf) (VADS)	Assess memory for digits visually and auditorially	One-to-one	10 minutes	3 to adult		X	Dr. Elizabeth Koppitz
Visual-Hearing Test	Aided/unaided measure of speech reading. Suggestions for alternatives.	One-to-one small group, picture response sheet	Open	School age	X		HAPI Handbook
The Way It Is .. (Incomplete Sentences)	Incomplete sentences designed to elicit reactions/behaviors to certain situations at home and school.	May be read to student with evaluator recording answers. Adapt to appropriate mode of communication. Intended to be used by teacher or counselor.	Open	Intermediate Elementary & Jr. High	N.A.	N.A.	HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
WRAT	Assess academic levels in spelling, reading and math	Motoric response One-to-one and small group administration	20-30 minutes	K-12		X	Guidance Assoc. of Delaware

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT TOOLS:
Unpublished/Informal

Unpublished and informal tests which have been an aid to special education teachers/specialists for the purposes of writing IEP's, IIP's and preparing for annual reviews are included in this section. These tools provide a realistic approach to the problems faced by teachers/specialists in schools where there is a limited selection of tests. The reader will find that many of the tests included are useful guides in promoting awareness of select strengths and needs which may require further testing or more in-depth intervention.

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ASSESSMENT TOOLS: UNPUBLISHED/INFORMAL

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ASSESSMENT PROCEDURES FOR LOW-LEVEL DEAF-BLIND

I. Auditory Awareness

a. Responds to sounds (whistle, drum, bells, hand clap)
b. Responds to voice
c. Searches for sound
d. Localizes sound source
e. Attends to own name

II. Perceptual Skills

a. Grasps and releases objects
b. Transfers objects from hand to hand
c. Responds to light when introduced into room
d. Reaches across midline of body with fingers and elbows extended
e. Pulls jumbo pegs out of pegboard
f. Takes objects OUT of container (Use the word "take" for this procedure.)
g. Puts objects IN container (Use the word "in" for your teaching directive.)
h. Builds block tower
i. Strings large beads
j. Matches objects according to shape and size

III. Social-Emotional behaviors (Parent or teacher should assess.)

a. Adaptive behavior. (1) Uses objects in ritual manner; (2) performs previously mastered task repetitiously; (3) resists learning new skills; (4) withdraws--exhibits confusion when change occurs

b. Impulse control. (1) Displays self-destructive behaviors; (2) displays self-stimulatory behaviors; (3) blows up, loses control when he or she can't do or get his or her own way

IV. Attention Span

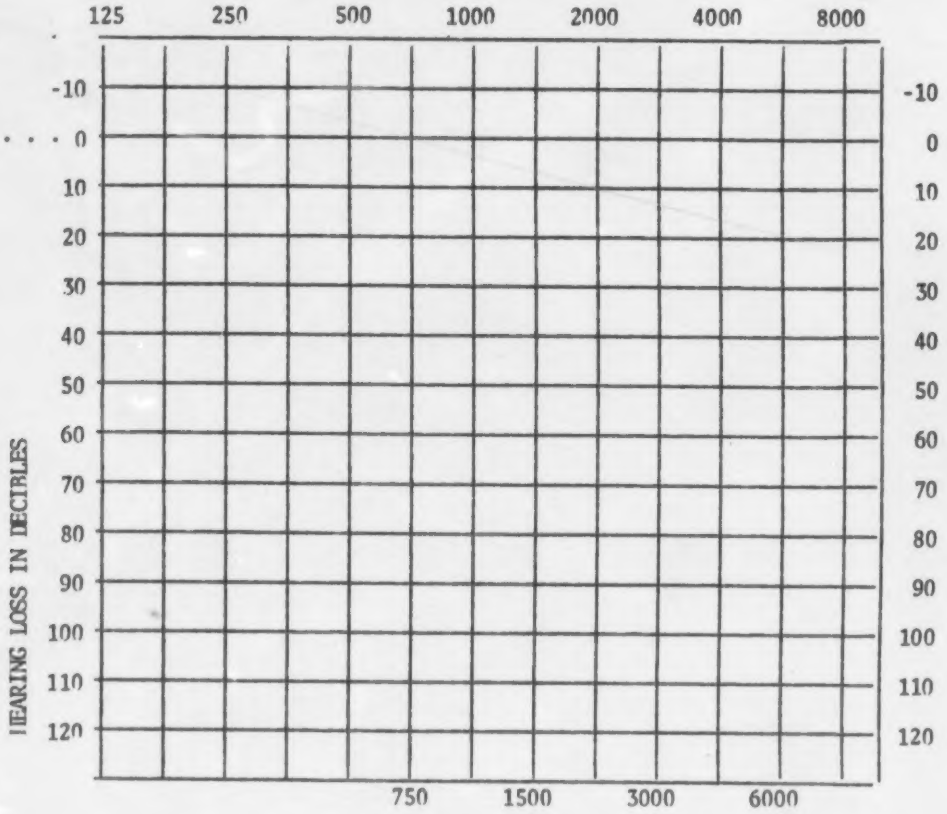
Describe the child's behavior, length of attention span, what objects or things the child is attending to. Use behaviors as reinforcers for encouraging the child to complete or attend to the task longer.

Source: Jan Sekas
Betsy Dybdal

School________________ Name________________________________ Date______________ By________________________

Teacher____________________ Age_______

Left ear	Right ear
Blue	Red
X	O



Remarks:

AUDITORY CAPACITIES INVENTORY

Name ____________________ Birthdate ________ C.A. ________

Grade ____________ Date ________ Examiner ____________

A. ACUITY
1. Formal audiometry (enclose audiogram) ________ Did not test ______
2. Sustained listening ____________________
3. Responses to auditory testing: Try to record all spoken responses to hearing tests. Other types of responses may be recorded as follows:

INT - Interruption of activity
ST - Startle reflex
VI - Vocal imitation
NR - No observable response
LOC - Looks for source of sound

If these abbreviations do not apply, describe the response in your own words. In all cases specify the type and intensity of the stimulus.

a. Free field pure tones ________________ Did not test ______

Frequency	125	250	500	1000	4000	8000
1st response	____db	____db	____db	____db	____db	____db
2nd response	____	____	____	____	____	____

b. Free field noisemaker ________________ Did not test ______

Stimulus:	"A" chime (750-1200)	Large cricket (1700-2300)	Clapper (2000-3000)	Triple jingle (2800-4500)
1st response	____db	____db	____db	____db
2nd response	____	____	____	____

c. Response to sound generally consistent ____ Generally inconsistent ____

B. LOCALIZATION
1. For free field sounds: good ___ fair ___ poor ___ none ___
2. For speech: good ___ fair ___ poor ___ none ___

C. SCANNING BEHAVIOR: good ___ fair ___ poor ___ none ___

D. FIGURE-GROUND: PERCEPTION:
Well structure ____________
Foreground only ____________
Background only ____________
Confusion of figure-ground ____________
Indirect responses only ____________

E. VOCAL MONITORING:
Normal ____________
Disturbed ____________
Typical of hearing loss ____________
Description ____________

F. IMITATION OF VOCALIZATION:
Normal production ____________
Span (length) ____________
Stops when examiner imitates subject ______

G. RATE-SPEED OF RECEPTION:
Normal ____________
Must be reduced ____________
Delayed response ____________

H. IDENTIFICATION OF SOUNDS: Train ___ Vacuum cleaner ___ Telephone ______
(Record: Utley, J. What's It's Name) Airplane ___ Gun shot ___ Auto horn ______

AUDITORY CAPACITIES

OBSERVATION

Name ______________________________ Date ______________

Birthdate ___________________________ CA ______________

Test Conditions: Aided ____________ Unaided ____________

Comments: ____

____

Examiner ____

A Formal Audiometry ____________ Did not test ______________
(enclose audiogram)

B. Responses to auditory testing: (Try to record verbatim all spoken responses to hearing tests. Other types of responses may be recorded as follows:

INT - Interruption of activity
ST - Startle reflex
VI - Vocal imitation
NR - No observable response
LOC - Looks for source of sound

(If these abbreviations do not apply, describe the response in your own words. In all cases specify the type and intensity of the stimulus.)

Free field pure tones ____________ Did not test ______________

Frequency	125	250	500	1000	4000	8000
1st response	____ db	____ db	____ db	____ db	____ db	____ db
2nd response	____	____	____	____	____	____

C. Free field noisemakers: ____________ Did not test ____________

Stimulus:	"A" chime (750-1200)	Large Cricket (1700-2300)	Clapper (2000-3000)	Triple Jingle (2800-4500)
Intensity	________ db	________ db	________ db	________ db
	________	________	________	________

Single Jingle (3000-4000)	Small Cricket (3400-6000)	Large Bell (2800-6000)
________ db	________ db	________ db
________	________	________

D. Voice: ____________ Did not test ____________
Humming ________ buh-buh ________ Muh-muh ________
Soft ____ Loud ____ Soft ____ Loud ____ Soft ____ Loud ____
Whispers ____ Shouts ____

E. Recorded environmental sounds: What's It's Name, G. Utley
Stimulus: Train whistle ____ vacuum cleaner ____ Telephone ____
Airplane ____ Gun shot ____ Auto horn ____

F. Additional clinical observations:
1. Responds to sounds generally consistent ____ inconsistent ____
2. Child's voice characteristic of hearing impairment Yes ____ No ____
3. Child imitates examiner's vocalizations Yes ____ No ____
4. Child enjoys playing with sound toys Yes ____ No ____
5. Stops vocalizing when imitated Yes ____ No ____
6. Responds to simple commands without speech reading Yes ____ No ____
7. Responds when name is called Yes ____ No ____
8. Responds only to gesture Yes ____ No ____
9. Responds better to speech with gesture than speech without gesture Yes ____ No ____
10. Speech reads (if yes, specify what) Yes ____ No ____
11. Vocalizes ________ Mute ________
12. Vocalizes only when emotionally excited Yes ____ No ____
Describe:
13. Pulls or pushes people to express desire Yes ____ No ____
14. Describe any defects or peculiarities of articulation or voice quality
____

15 15. Summary: Impression of auditory behavior:
____
____
____
____
____
____

Source: Jean Chapman

AUDITORY MEMORY SPAN TEST

Case Name________________________ Score__________ Date__________

3 digits	(a)	3 5 7	(3 years)
	(b)	6 8 2	
	(c)	1 4 9	
4 digits	(a)	9 6 3 5	(5 years)
	(b)	7 1 2 4	
	(c)	8 3 6 5	
5 digits	(a)	3 7 8 9 1	(7 years)
	(b)	9 2 3 4 5	
	(c)	4 9 2 5 6	
6 digits	(a)	4 8 9 1 2 5	(10 years)
	(b)	1 3 4 6 5 9	
	(c)	5 1 3 6 7 2	
7 digits	(a)	5 9 1 2 6 7 3	(Adult)
	(b)	2 4 3 8 5 1 6	
	(c)	6 2 4 7 3 8 5	
8 digits	(a)	4 8 2 3 7 9 1 5	(Superior Adult)
	(b)	9 7 6 2 8 3 4 1	
	(c)	3 4 1 9 5 8 2 6	

Examiner presents digits at rate of one per second. No repetitions are permitted. One correct sequence is required to proceed to the next level.

(With hearing impaired or visual learners, eye contact with examiner should be encouraged.)

Source: Chula Vista City School District

BEHAVIOR RATING SCALE

Name of child______________________________Age_______Grade______________

Teacher___________________________School________________________Date______

Please rate each and every statement by putting an X in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making a judgement are given below:

(1) You have not noticed this behavior at all.
(2) You have noticed the behavior to a slight degree.
(3) You have noticed the behavior to a considerable degree.
(4) You have noticed the behavior to an uncomfortable (large) degree.
(5) You have noticed the behavior to a very large degree.

	Rating Scale				
	1	2	3	4	5
1. Seemingly not affected by extremes of heat or cold					
2. Poor coordination in large muscle activities (games, etc.)					
3. Confusion in spelling and writing (jumbled)					
4. Inclined to become confused in number processes: gives illogical responses					
5. Reading is poor					
6. Hyperactive and restless					
7. Behavior goes in cycles					
8. Quality of work may vary from day to day					
9. Daydreaming alternating with hyperactivity					
10. Excessively meticulous, exacting, formalistic or pedantic					
11. Erratic, flighty or scattered behavior					
12. Lacks a variety of responses, repeats himself in many situations					
13. Easily distracted, lacks continuity of effort and perseverance					
14. Cries often and easily					
15. Explosive and unpredictable behavior					
16. Often more confused by punishment					
17. Upset by changes in routine					
18. Confused in following directions					
19. Tends to be destructive, especially of the work of others					
20. Demands much attention					
21. Many evidences of stubborn uncooperative behavior					
22. Often withdraws quickly from group activities; prefers to work by self					
23. Cannot seem to control self (will speak out or jump out of seat, etc.)					
24. Constant difficulty with other children and/or adults (apparently purposeless)					
25. Shallow feeling for others					
26. Seems generally unhappy					
27. Confused and apprehensive about rightness of response: indecisive					
28. Often tells bizarre stories					
29. Classroom comments are often "off the track" or peculiar					
30. Difficulty reasoning things out logically with others					

Source: Unknown

LANGUAGE, SPEECH, HEARING: CASE HISTORY

Today's Date ____________

INFORMATION:

Patient ________________ Birthdate ______ Age ____ Sex __________

Address ____________________ City __________ Phone ________

Father's Name ________________ Mother's Name ________________

Address: ____________________ Address ____________________

Father's:
Age ____ Occupation ____________ Mother's:
Occupation ____________ Age ____

Father's
Education ____________ Mother's
Education ____________

Family Physician: ______________________________
(name) (address)

Name of School Child Attends ______________________ Grade ________

Name of Person Filling out Questionnaire: ______________________
(Realation to Patient)

Other Children in Family: Name Age Grade

BIRTH AND PRENATAL HISTORY:

During this pregnancy, did mother experience any unusual illness, condition or accident, such as, German measles, false labor, RH incompatibility, etc.? If so, describe: ______________________________

____

____

Length of Pregnancy ____ Duration of Labor ________ Birth Weight ______

Conditions at Birth: Ceasarian ____ Breech Birth ______ Anesthetics ______

Forceps ______ Was Infant Blue? ____ Jaundiced ____ Other unusual conditions-

____

Conditions immediately following birth: Did infant have: feeding problem seizures

____________ Swallowing or sucking difficulties ____________?

Scars or bruises ________ Was birth weight quickly regained? ________

DEVELOPMENT:

When did the child first hold up his head alone? ____________________

When did the infant first crawl? ____________________

When did the infant sit alone without support? ____________________

When did the infant pull himself to a standing position? ____________________

When did the infant walk unaided? ____________________

When did the infant gain bowel control? Day: __________ Night: __________

When did the infant gain bladder control? Day: __________ Night: __________

Weight of infant at six months? __________ Height at 6 months __________

Weight of infant at one year? __________ Height at 1 year __________

Weight of child at present? __________ Height at present __________

Does child prefer right or left hand? ____________________

Does child fall or lose balance easily? ____________________

Does the child seem awkward, uncoordinated? ____________________

Does child have difficulty chewing or swallowing? ____________________

Comments:

MEDICAL:

Check disease patient has had, giving age, degree of severity, and after effects. (Please add others the patient has had but which are not listed here.)

Disease	Age	Mild, average or severe	Disease	Age	Mild, average or severe
measles			croup		
diptheria			pleurisy		
chicken pox			tonsillitis		
typhoid			tuberculosis		
mumps			bronchitis		
dysentery			otitis (ear ache)		
whooping cough			goiter		
influenza			rickets		
scarlet fever			paralysis		
enlarged glands			nervous trouble		
rheumatism			chorea (St. Vitis)		
heart disease			kidney disease		
convulsions			skin disease		
asthma			hay fever		
eczma			high fevers		
frequent colds			allergies		

Others: ____________________

Has the patient had any serious accidents or operations? ____ Please describe:

____

Describe after effects of illnesses, accidents, operations: ____________________

____

Comments:

1. Has the child had a speech examination prior to this time?________________
   Where? ________________________________
2. Does the child receive speech therapy at this time?________________
   Where and with whom?____________________________
3. Has the child ever had speech therapy?________________________
   Where and with whom?____________________________
4. Has the child had a hearing test prior to this time?________________
   If so, where?______________________________
5. Has the child had a neurological examination prior to this time?________
   Where?________________________________
6. Has the child had a psychological examination prior to this time?________
   Where?________________________________
7. Has the child had a recent medical examination?__________________
   Where?________________________________

If there is additional information which you feel will help us to understand your child better, please describe:

Source: Jean Chapman

CHECKLIST: OBSERVATION OF CLASSROOM BEHAVIOR/FUNCTION

Name________________________________ Sex__________ Date______________

Age________ Birthdate______________ Grade______ Teacher______________

Parents or Guardian____

Address______________________________________ Home Phone__________

School______________________

I. AUDITORY COMPREHENSION AND LISTENING

A. Ability to follow directions

_____1) Always confused; cannot or is unable to follow directions
_____2) Usually follows simple oral directions but may require repetition or individual instructions
_____3) Follows directions that are familiar and/or not complex
_____4) Remembers and follows extended directions
_____5) Usually skillful in remembering and following directions

B. Comprehension of class discussions

_____1) Always inattentive and/or unable to follow and understand discussions
_____2) Listens but rarely comprehends well; mind often wanders from discussion
_____3) Listens and follows discussions appropriately
_____4) Understands well and benefits from discussions
_____5) Becomes involved and demonstrates unusual understanding of material discussed

C. Ability to retain information presented orally

_____1) Memory very poor; almost total lack of recall
_____2) Retains simple ideas and procedures if repeated often
_____3) Average retention of materials, adequate memory for age and grade
_____4) Good immediate and delayed recall of information and precedures
_____5) Superior memory for both details and content

D. Comprehension of word meanings

_____1) Extremely immature level of understanding
_____2) Misunderstands or fails to grasp simple word meanings for age and grade level
_____3) Adequate understanding of age and grade level vocabulary
_____4) Good understanding of grade level vocabulary as well as higher level word meanings
_____5) Superior understanding of vocabulary including many abstract words

II. SPOKEN LANGUAGE

A. Ability to speak using structurally accurate and complete sentences

____ 1) Always speaks in incomplete sentences with grammatical errors
____ 2) Often speaks in incomplete sentences and/or with numerous grammatical errors
____ 3) Speaks properly with few errors of omission or incorrect use of prepositions, verbs, tenses, pronouns
____ 4) Above average oral language with only rare grammatical errors
____ 5) Always speaks in complete, grammatically correct sentences

B. Functional Vocabulary

____ 1) Always uses a low level or improper vocabulary
____ 2) Uses a limited vocabulary consisting primarily of simple nouns with few precise, descriptive words
____ 3) Adequate vocabulary for age and grade level
____ 4) Above average vocabulary including many precise descriptive words
____ 5) High level vocabulary with precise wording and use of abstractions

C. Ability to recall words

____ 1) Unable to recall the specific word wanted
____ 2) Frequently gropes for the proper words to express himself
____ 3) Adequate for age and grade level but occasionally searches for correct word
____ 4) Above average recall and rarely hesitates on a word
____ 5) Always speaks well and never hesitates or substitutes words

D. Ability to verbalize stories and relate experiences

____ 1) Unable to relate a comprehensible story
____ 2) Has difficulty relating ideas in sequential order
____ 3) Average ability to tell stories for age and grade level
____ 4) Above average ability to relate stories and use logical sequence
____ 5) Superior ability to relate ideas in a logical meaningful manner

E. Ability to formulate ideas from isolated facts

____ 1) Unable to relate isolated facts
____ 2) Has difficulty relating isolated facts; ideas are scattered and incomplete
____ 3) Usually relates facts into meaningful ideas; adequate for age and grade level
____ 4) Relates facts and ideas well
____ 5) Outstanding ability in relating facts and ideas appropriately

III. VISUAL RECEPTIVE SKILLS

A. Visual attention

____ 1) Marked difficulty in directing and sustaining attention to visual stimuli; overly sensitive to differences of visual stimulation and continually shifts his focus from one object to another
____ 2) Below average ability to direct and sustain attention to visual stimuli
____ 3) Average ability for age and grade level to direct and sustain attention to visual stimuli
____ 4) Good visual attention to stimuli
____ 5) Superior ability to direct and sustain attention to visual stimuli

B. Visual discrimination

_____1) Marked difficulty in discriminating between objects differing in external form, relative size, position in space, internal detail, color, texture, etc.

_____2) Below average ability in recognizing likenesses and differences of forms, as circles, triangles, squares, etc.

_____3) Average ability for age and grade level in recognizing likenesses and differences of forms, relative size, shape, postion in space, etc.

_____4) Above average ability in visual discrimination

_____5) Superior ability in perceiving basic forms, extending his activities to object discrimination and pictures

C. Visual memory and sequencing

_____1) Very poor memory in remembering those stimuli and bits of information related to visual patterns; is unable to correctly reproduce a sequence of configurations or symbols

_____2) Below average for age and grade level in visual memory and sequencing

_____3) Average ability for age for visual memory and sequencing

_____4) Is adept in translating the visual impression into a visual imagery system in such a way that will make the image available to him in the absence of the original image of those he already knows

_____5) Very superior in all visual memory and sequencing tasks

IV. ORIENTATION

A. Utilization of time concepts

_____1) Unable to grasp the meaning of time and may either be late or confused

_____2) Poor time concept; tends to dawdle; often late

_____3) Average understanding of time for age and grade level

_____4) Prompt; is late only for a good reason

_____5) Plans and organizes well and is very skillful at handling schedules

B. Spatial orientation

_____1) Always confused and is unable to consistently navigate around classroom, school, playground, or neighborhood

_____2) Often gets lost in relatively familiar surroundings

_____3 Average ability for age and grade level in maneuvering in familiar locations

_____4) Above average ability and is rarely confused or lost

_____5) Never lost; adapts to new locations, situations and places

C. Relationship concepts, i.e., big, little; long, short; far, near

_____1) Very inadequate judgment of relationships

_____2) Makes simple relationships

_____3) Average ability in relation to age and grade level

_____4) Accurate judgments but does not generalize to new situations

_____5) Superior ability in judgments--generalizes into new experiences and situations

D. Direction concepts

_____1) Highly confused or limited awareness in right-left orientation; does not distinguish directions as north, south, east and west

_____2) Frequently exhibits directional confusion

_____3) Average awareness of direction concepts for age and grade level; left vs. right, north, south, east and west

____ 4) Above average sense of direction and is seldom confused
____ 5) Superior sense of direction

V. MOTOR DEVELOPMENT

A. General coordination i.e., running, throwing, jumping skipping

____ 1) Excessively clumsy and poorly coordinated
____ 2) Below average coordination; awkward
____ 3) Average coordination for age; outstanding but not graceful
____ 4) Above average in coordination; does well in these activities
____ 5) Exceptional ability; excells in coordination activities

B. Ability to manipulate tools and objects - manual dexterity

____ 1) Very poor ability in manual manipulation
____ 2) Awkward in manual dexterity
____ 3) Adequate manipulation of tools and objects
____ 4) Above average in manipulative skills
____ 5) Superior performance in manipulative skills

C. Fine motor coordination, i.e., copying, writing, drawing, coloring

____ 1) Very poor in eye-hand coordination
____ 2) Below average eye-hand coordination
____ 3) Average writing, drawing, etc., for age and grade level
____ 4) Above average ability
____ 5) Superior ability

D. Balance ability

____ 1) Unusually poor balance
____ 2) Below average; frequently falls and/or bumps into objects
____ 3) Average equilibrium for age and grade level
____ 4) Above average ability in activities requiring balance
____ 5) Excels in balancing ability

VI. BEHAVIORAL CHARACTERISTICS

A. Cooperation

____ 1) Continually distrupts classroom and does not inhibit responses
____ 2) Frequently answers without thinking and does not wait his turn
____ 3) Waits his turn; average for age and grade
____ 4) Cooperaties well; above average
____ 5) Cooperates extremely well with little to no adult encouragement

B. Attention

____ 1) Highly distractible and never attentive
____ 2) Seldom listens and appears to daydream
____ 3) Listens adequately for age level
____ 4) Almost always remains attentive
____ 5) Very long attention span

C. Ability to organize

____ 1) Highly disorganized in approach to play activities and school work
____ 2) Frequently disorganized in working, inexact, careless
____ 3) Average in ability to organize, appearing careful
____ 4) Consistently above average in ability to organize and complete work
____ 5) Always completes assignments in a highly organized and meticulous manner

D. Ability to cope with new situations, i.e., parties, trips, and unanticipated changes in routine

_____1) Totally in lack of self-control and becomes extremely excitable
_____2) Often overreacts; finds new situations disturbing
_____3) Adapts adequately for age and grade level
_____4) Shows self-confidence and adapts easily and quickly
_____5) Superior adaptation; demonstrates superior initiative and independence

E. Social acceptance

_____1) Rejected by peers
_____2) Tolerated by peers
_____3) Average acceptance by peers
_____4) Well accepted by peers
_____5) Extremely popular with peers

F. Acceptance of responsibility

_____1) Will not assume responsibility and never initiates activities
_____2) Avoids responsibility; accepts role on limited basis
_____3) Average responsibility for age and grade level
_____4) Above average enjoyment of responsibility and often takes initiative or volunteers
_____5) Seeks responsibility and usually takes initiative with enthusiasm

G. Completion of school assignments

_____1) Never finishes even with special assistance
_____2) Rarely finishes work even with assistance
_____3) Average ability to complete assignments
_____4) Above average ability in completing assignments
_____5) Completes all assignments without supervision

H. Concern for feelings of others

_____1) Very rude; seems insensitive to other's feelings
_____2) Usually shows little regard for feelings of others
_____3) Average tactfulness; occasionally socially inappropriate
_____4) Above average sensitivity to feelings of others
_____5) Social behavior always appropriate

I. Level of academic functioning

_____1) Unable to achieve on grade level in any of the basic academic areas
_____2) Unable to achieve in one or more academic areas on grade level
_____3) Average achievement in all basic areas
_____4) Above average overall achievement
_____5) Superior level of achievement in all basic academic areas

Name________________________________ Position________________ Date__________

COMMENTS:

STUDENT SCREENING PROFILE

CHECKLIST: OBSERVATION OF CLASSROOM BEHAVIOR/FUNCTION

I. Auditory Comprehension and Listening

A. Ability to follow directions
1 2 3 4 5

B. Comprehension of class discussion
1 2 3 4 5

C. Ability to retain information presented orally
1 2 3 4 5

D. Comprehension of word meanings
1 2 3 4 5

II. Spoken Language

A. Ability to use structurally accurate and complete sentences
1 2 3 4 5

B. Functional vocabulary
1 2 3 4 5

C. Ability to recall words
1 2 3 4 5

D. Ability to verbalize stories and relate experiences
1 2 3 4 5

E. Ability to formulate ideas from isolated facts
1 2 3 4 5

III. Visual

A. Visual attention
1 2 3 4 5

B. Visual discrimination
1 2 3 4 5

C. Visual memory and sequencing
1 2 3 4 5

IV. Orientation

A. Utilization of time concepts
1 2 3 4 5

B. Spacial orientation
1 2 3 4 5

C. Relationship concepts
1 2 3 4 5

D. Direction concepts
1 2 3 4 5

V. Motor Development

A. General coordination
1 2 3 4 5

B. Manipulative Skills
1 2 3 4 5

C. Fine motor skills
1 2 3 4 5

D. Balance
1 2 3 4 5

VI. Behavioral Characteristics

A. Cooperation
1 2 3 4 5

B. Attention
1 2 3 4 5

C. Ability to organize
1 2 3 4 5

D. Ability to cope with new situations
1 2 3 4 5

E. Social acceptance
1 2 3 4 5

F. Acceptance of responsibility
1 2 3 4 5

G. Completion of school assignments
1 2 3 4 5

H. Concern for feelings of others
1 2 3 4 5

I. Academic functioning
1 2 3 4 5

Source: Unknown

CHECKLIST OF LANGUAGE BEHAVIOR

AWARENESS OF SELF

1. First Name
2. Last Name
3. Address
4. Phone No.
5. Age
6. Birthdate
7. Guardian's name
8. Important family members & relationships
9. Body parts
   (a) arms, body, feet, foot, hands, head, legs, neck, ears, eyes, hair, nose, mouth.
   (b) forehead, cheeks, chin, chest, shoulders, elbows, wrists, ankles, fingers, stomach, waist, hips, back, thighs, knees, calves.
10. Colors
11. Numbers
12. Alphabet

Can respond when questioned
Can show you when questioned
Recognizes when written
Copy it written
Write from memory

TELLING STORIES AND PERSONAL EXPERIENCES

1. Relate personal experiences
2. Relate experiences of others
3. Retell stories
4. Give descriptive comment regarding a composite picture
5. Uses descriptive words to classify
6. Suggest events that may have preceded a picture episode
7. Anticipate outcome of picture happening
8. Makes up stories often full of fantasy
9. Makes reports using "what, when, where, how"
10. Tells factual stories
11. Answers specific questions after listening to a story
12. Uses complete sentences for descriptions

BASIC CONCEPTS

S- TOP
S THROUGH
S AWAY FROM
S NEXT TO
S INSIDE
Q SOME, NOT MANY
S MIDDLE
Q FEW
S FARTHEST
S AROUND

S OVER
Q WIDEST
Q MOST
S BETWEEN
Q WHOLE
S NEAREST
Q SECOND
S CORNER
Q SEVERAL
S BEHIND

S ROW
M DIFFERENT
T AFTER
Q ALMOST
Q HALF
S CENTER
Q AS MANY
S SIDE
T BEGINNING
M OTHER

M ALIKE
Q NOT 1ST/LAST
T NEVER
S BELOW
M MATCH
T ALWAYS
Q MEDIUM SIZED
S RIGHT
S FORWARD
Q ZERO

S ABOVE
Q EVERY
S SEPARATED
S LEFT
Q PAIR
M SKIP
Q EQUAL
S IN ORDER
Q THIRD
Q LEAST

*** S=space T=time
Q=quantity M=miscellaneous

UNDERSTANDING NON-VERBAL COMMUNICATION

1. Can communicate using gestures
2. Uses art to communicate

Understanding Non-verbal Communication (cont.)

3. Uses music to communicate
4. Uses facial expressions to communicate
5. Can communicate using the 5 senses

PHONOLOGY

1. Responds to verbal cues
2. Categorize sounds
3. Indicates attentive auditory imitation
4. Imitates and repeats variation in pitch
5. Blends English language sounds to form words by aural stimulation
6. Detects differences in paired words
7. Imitates a rhythmic pattern
8. Can imitate a sequence of numerals_____ How many? _____
9. Establishes "Alphabetical Order"
10. Listens, supplies rhyming words
11. Discriminates between rhyming and non-rhyming words
12. Discriminates letters of the alphabet, aurally
13. Recognizes likenesses & differences in beginning/final sounds
14. Increases ability to blend sounds (to form words)
15. Recognizes differences in vowel sounds
16. Recognizes long and short vowels in words
17. Discriminates likenesses & differences in paired words WEPMAN

SYNTAX & MORPHOLOGY

1. Use complete simple sentences
    a. noun-verb agreement
    b. uses pronouns in subject/object positions
2. Uses present/past/future with regular verbs
3. Uses simple question form
4. Uses "wh" questions
5. Uses plurals
6. Uses negatives in complete sentences
7. Uses S-form verbs
8. Uses regular & irregular verb forms
9. Uses comparisons "er" & "est"
10. Distinguishes between question and statement
11. Uses ing to form new words
12. Uses _______word verbal responses

SEMANTICS

1. Follows three consecutive commands
    a. prepositions b. directions
2. Awareness of cause & effect
3. Categorization
4. Classification
5. Identifies sequential order for 4 pictures
6. Understands "Time Concepts" - yesterday/today/tomorrow
7. Can tell and read time
8. Uses words that are similar in meaning

SPEECH

1. Hoarse voice
2. Pitch - too high, too low
3. Uses incorrect sounds, speech hard to understand

Source: Jean Chapman

EXPRESSIVE LANGUAGE INVENTORY

Name ____________ Birthdate ____________ CA ____________

Grade ____________ Date ____________ Examiner ____________

(Selected items from Developmental Scales)

Combines two or more syllables ____________	12 months
Imitates sounds ____________	12 months
Attempts "mama" or "dada" ____________	12 months
Has approximately 10 words ____________	18 months
Names objects: block ___ watch ___ cup ___ key ___ doll ____________	20 months
Has approximately 20 words ____________	21 months
Joins 2 words - e.g. - Daddy go ___ Bye mama ___ etc. ____________	21 months
Asks for food, toilet, or drink by gesture ___ by words ____________	21 months
Echoes some speech of adults - e.g. last few words of sentence ____________	21 months
Names familiar objects in pictures ____________	22 months
dog ___ apple ___ flower ___ bird ___	
Sentence of 3 words ____________	24 months
Refers to self by name ____________	24 months
Uses pronouns (not always correctly): I ___ me ___ you ____________	24 months
Verbalizes immediate experiences ___ Some parallel play ____________	24 months
Sentence of 4 or more words ____________	25 months
Gives full name ____________	30 months
Gives use of 2 test objectives: key ___ comb ___ penny ____________	30 months
Refers to self by pronoun (may confuse I and me) ____________	30 months
Responds correctly to following questions:	31 months
What must you do when you are sleepy? ____________	
What must you do when you are cold? ____________	
What must you do when you are hungry? ____________	
Repeats sentence containing 6 syllables ____________	33 months
e.g. John has a little dog ____________	
The dog runs after the cat ____________	
Uses some plurals (list) ____________	36 months
Gives own sex in response to question, "Are you a girl or a boy?" ____________	36 months
Answers a few questions correctly ____________	36 months
Responds to action pictures and questions regarding pictures ____________	36 months
e.g. "What is mother doing?" ____________	

FURTHER DESCRIPTION OF LANGUAGE

Does not communicate either by gesture or spoken language ____________

Uses gestures and pantomime to communicate ____________

Uses sounds or jargon which is unintelligible ____________

Uses some sounds or syllables which are symbolic ____________

Repeats words, but cannot use words spontaneously ____________

Is echolalic ____________

Gives use of object rather than specific name ("eat on" for "table") ____________

Uses circumlocutions ____________

Reverses sounds in words (bakset for basket) ____________

Reverses or distorts word order in sentence ____________

Uses telegraphic speech - omits words ____________

Has difficulty with pronouns or verb forms ____________

Has consistent sound substitutions (include articulation test) ____________

Has poor rhythm or inflection of speech ____________

Has voice problem ____________

Has non-fluency or stuttering pattern of speech ____________

Other characteristics ____________

Estimate of expressive language age ____________

Source: Jean Chapman

GUIDE FOR PSYCHOLOGICAL EVALUATION OF DEAF AND HARD OF HEARING PEOPLE

The following is intended to clarify testing of deaf and hard of hearing children for counselors, teachers, psychologists, and other personnel interested in evaluating these children with due regard to the special problems imposed upon them by this handicap.

The principles listed below are reprinted from a publication of the National Association of the Deaf written by McCay Vernon, Ph.D., an authority in this area.

1) Psychological tests that involve the use of verbal language to measure intelligence, personality and aptitude are not generally valid because they measure the deaf persons's language limitations due to his deafness. They do not measure how bright his is, what he can do or his emotional stability.

2) Tests given by persons not experienced with deaf or hard of hearing clients are subject to appreciably greater error than when administered by one familiar with individuals who are deaf.

3) Group testing with deaf and hard of hearing clients is a highly dubious procedure and should at best be regarded as only a screening technique.

4) Often the congenitally hard of hearing client is, from a psychodiagnostic point of view, much more like a congenitally deaf client than his speech and his response to sound would suggest. It is, therefore, crucial in a psychological evaluation that he be given tests appropriate for a person with a profound hearing loss, as well as tests for a person with normal hearing. Where large differences appear between the sets of test responses, they often show that the client did better on the non-language tests appropriate for the deaf person. It is these findings which should be judged the more valid in such a circumstance.

It must be remembered, in addition to the above points, that any other handicaps, such as bi-culturalism, poor vision, poor perception, etc., make the test results all the more suspect.

The following tests are ones which Dr. Vernon considers appropriate when given by a person experienced with the deaf.

Intelligence

1. Wechsler performance Scale for Adults (1955)
2. Progressive Matrices (Raven, 1948)
3. Revised Beta (Levine, 1960)

Personality

1. Draw-A-Person (Machover, 1949)
2. TAT or CAT, (Stein, 1955)
3. Rorschach (1942)
4. House Tree Test (Buck, 1949)
5. Bender-Gestalt (Bender, 1938)

Source: Henry Powell
Escondido Union High School

HOW I REALLY FEEL!

DIRECTIONS: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work as quickly as you can. Complete all the sentences and do them in order.

1. Today I feel ______________________________

2. When I have to read, I ______________________________

3. I get angry when ______________________________

4. To be grown up ______________________________

5. My idea of a good time ______________________________

6. I wish my parents knew ______________________________

7. School is ______________________________

8. I can't understand why ______________________________

9. I feel bad when ______________________________

10. I wish my mother ______________________________

11. I wish my teachers ______________________________

12. Going to college ______________________________

13. To me, books ______________________________

14. People think I ______________________________

15. My favorite TV program ______________________________

16. On weekends, I ______________________________

17. I don't know how ______

18. To me, homework ______

19. I hope I'll never ______

20. I wish people wouldn't ______

21. When I finish high school ______

22. I'm afraid ______

23. My favorite sport ______

24. When I take my report card home ______

25. I am at my best when ______

26. Most brothers and sisters ______

27. I'd rather ______ than ______

28. When I read math ______

29. The future looks ______

30. I feel proud when ______

31. I wish my father ______

32. I like to think about ______

33. I would like to be ______

34. For me, studying ______

35. I often worry about ______

36. I wish I could ______

37. Physical education ______

38. I look forward to ______________________________

39. I wish someone would help me ______________________________

40. The best vacation ______________________________

INNER AND RECEPTIVE LANGUAGE INVENTORY

Name ______________ Birthdate ______________ C.A. ______________

Grade ______________ Date ______________ Examiner ______________

INNER LANGUAGE

Plays appropriately with toys ______________
Uses gesture or pantomime ______________
Shows other evidence of inner language ______________
Shows lack of inner language ______________

RECEPTIVE LANGUAGE

Understands name and responds ______________ 10 months
Understands "no no" ______________ 10 months
Gives up object on command ______________ 11 months
Obeys simple commands ______________ 16 months
- Give me the pencil ______________
- Put the key on the chair ______________
- Go bring me the ball ______________

Follows directions ______________ 17 months
- Put on your hat ______________
- Put on your coat ______________

Recognizes and points to parts of body from doll ______________ 17 months
- Show me dolly's mouth ____ eye ____ ears ____
- hands ____ feet ____ hair ____

Points out objects in pictures (1 to 4 pictures) ______________ 18 months
- e.g. "Where is the dog?"

Responds to command, "Throw the ball" ______________ 18 months
Responds to three directions with ball ______________ 21 months
Responds to four directions with ball ______________ 24 months
- Put it on the chair ______________
- Put it on the table ______________
- Give it to me ______________
- Give it to mother ______________

Responds to command, "Show me the ____" ______________ 24 months
- Completes response from 5 pictures ______________

Comprehends prepositions ______________ 27 months
- Put this block on the chair ______________
- Put it under the chair ______________
- Put it in front of me on the floor ______________

Responds to information about things from pictures ______________ 36 months
- show me the one that is up in the sky ______________
- Show me the one that is good to eat ______________
- Show me the one that is good to wear ______________
- Show me the one that flies ______________

Responds to information about things from pictures ______________ 45 months
- Show me the one that can run the fastest ______________
- Show me the one that you can eat most often ______________
- Show me the one that will be biggest and heaviest when it is grown up ______________
- Show me the one that can swim the best ______________
- Show me the one that can go the fastest ______________
- Show me the one that is heaviest to lift ______________
- Show me the one that is hardest to break ______________

Estimate of receptive language age ______________
Give additional information about receptive language ______________
(Selected items from Developmental Scales)

Source: Jean Chapman

INTEREST INVENTORY

Name ____________________

Date ____________________

1. I live with my (1) parents __________, (2) __________, (3) __________.
2. I am ______ years old. I have ________ brothers, __________ sisters.
3. After school I like to ______________________________.
4. My favorite TV program is ______________________________.
5. I like to read or look at books about ______________________________.
6. If I could work, I would like to be a ______________________________.
7. My favorite person on TV is ______________________________.
8. My favorite sport is ______________________________.
9. If I could buy a car it would be a ______________________________.
10. I like to be around a lot of kids my own age. Yes ________ No __________.
11. I like to be by myself sometimes. Yes ______________ No __________.
12. I would rather (1) have one good friend ____ (2) a few friends __________
    (3) lots of friends __________ (4) no friends __________.
13. If I found a $5 dollar bill, I would ______________________________.
14. If I found a $100 dollar bill, I would ______________________________.
15. In my family, I get along best with my ________. I get along worst with my
    ______________.
16. My favorite subject in school is ______________________________.
17. My worst subject in school is ______________________________.
18. I like to work by myself. Yes ______________ No ______________.
19. I like to make things with my hands. Yes __________ No __________.
20. I would do better in school if ______________________________.
21. I have the most trouble in school with (check one) arithmetic __________,
    reading __________, spelling __________, writing __________.
22. The most fun I have ever had was ______________________________.
23. If I could take a trip, I would like to go to ______________________________.
24. I have a pet. Yes ______________ No ______________.

Interest Inventory (cont.)

25. My favorite animal is a ______________________________.

26. I have a collection of ______________, (or) I would like to collect ________.

27. The most trouble I have had in school was in the ________________ grade.

28. I would rather watch a game than play in one. Yes ________ No __________.

29. The best teacher I have had in school was in the ________________ grade.

30. I would like to go to school until I have finished (1) junior college ________,
(2) junior high ________, (3) high school ________, (4) college ___________,
(5) advanced college work ___________.

Source: Child Service Demonstration Center
San Diego

INVENTORY OF DEVELOPMENT LEVELS OF AUDITORILY HANDICAPPED CHILD
(Developmental Levels of Children to Age 5)

Normal child, 6 months	Auditorily Handicapped Child
Motor	
balances head	
reaches for nearby objects	
grasps objects within reach on sight	
uses hands for manipulation and exploration	
Sleep	
sleeps through night, 11 to 13 hours	
naps 2 to 3 times a day	
Feeding	
can handle solid food	
eats easily when fed with spoon	
shows preference for bottle over breast	
may take one or two swallows of water from cup	
Elimination	
has one movement a day in diaper	
urination excessive	
Sociality	
can amuse self alone for short periods	
is sensitive to facial expressions	
likes to be handled back and forth	
is beginning to be shy of strangers	
likes rhythms and to be bounced	
Vocalization	
vocalizes vowels and consonants	
cries and laughs	
grunts and growls	
babbles	

Normal child One year	Auditorily handicapped Child
Motor	
sits alone	
stands alone	
creeps and may attempt walking	
learning to release objects from grasp	
Sleep	
goes to bed between 6 and 8 p.m.	
takes one nap a day around noontime	
Feeding	
likes to feed self with fingers	
prefers cracker to bottle on waking	
is less interested in food than earlier	
enjoys holding cup alone	
Elimination	
has one or two movements a day	
often expresses resistance to pot	
dryness after nap becoming more frequent	
interested in investigating results	
Self-activity	
likes to play with several objects	
enjoys gross motor activity in playpen for an hour or so	
throws things out of playpen	
enjoys putting objects in and out of other objects (clothes pins)	
enjoys rhythms	
Sociality	
imitates freely	
enjoys applause	
responds to "no, no"	
may be shy of strangers	
Vocalization	
begins acquisition of words	
understands purport of words	
responds to own name	

Normal child 18 months	Auditorily handicapped Child
Motor	
has very strong locomotor drive	
can take off shoes, hat, mittens, and unzip a large easy zipper	
can build tower of 3 or 4 blocks	
squats to pick things up	
Sleep	
goes to bed between 6 and 8 p.m.	
frequently has difficulty in going to sleep at night, waking (from 21 to 30 mos.)	
naps for one-half to two hours	
Feeding	
tries to handle spoon alone	
spills very little with cup	
may demand to feed self alone	
Elimination	
has fluctuations in regularity which make successful training difficult	
is conscious of process and product	
may resist the 10 p.m. toileting	
majority wet after naps	
Self-activity	
attention very sketchy	
likes to fetch and carry objects - is furniture mover	
tears magazines, dumps wastebaskets	
likes sand and dumping	
runs around undressed	
will play alone from 15 min. to 1 hour	
enjoys tactile books	
Sociality	
likes to be chased	
imitates adult activities	
likes to hide and be found	
sensitive to stimuli about him (distracted at meal times)	
demands most attention after nap	
likes to listen to rhymes and songs	
enjoys romp with father before bedtime	
needs supervision while looking at books	
Vocalization	
has a dozen words at his command	
responds more to things than words	

Normal child Two year	Auditorily handicapped Child
Motor bends at waist and knees to pick things up can throw and kick a ball goes up and down stairs mark-time fashion can turn a doorknob	
Sleep goes to sleep between 8 and 9 p.m. likes toys in bed may give up napping for awhile clings to mother on being put to bed	
Feeding may go on food jag--refusals and preferences marked does not like foods mixed up messy eaters, like to feed selves spotless eaters wish to be fed	
Elimination has control of voluntary muscles of bladder and bowel has few daytime accidents	
Self-activity is geared to grown motor activity; loves to romp and run likes to take take things apart and put together, empty and fill likes things that turn and move likes tiny things like pebbles needs help when playing with water dances to music scrubs paper with color squeezes clay, tastes clay dumps and rolls blocks	
Sociality imitates domestic activities likes to run errands plays parallel to other children of same age, cannot share or cooperate plays better with older children likes to listen to nursery rhymes passing through negativistic stage	
Vocalization jargon developing into sentences words developing fast vocabulary varies from 6 to 1000 words verbalizes immediate experiences	

Normal child Three years	Auditorily handicapped Child
Motor	
can hurry up and down steps	
can draw a cross, copies a circle	
can button and unbutton	
can ride a tricycle	
cuts with blunt scissors	
Sleep	
night wakefulness common	
onset of "play-nap" period	
Feeding	
eats alone, but may do better at small table not with family	
Elimination	
can almost toilet self during day	
wakes dry very often, not needing to be picked up for 10 p.m. toileting	
Self-activity	
can repeat 3 digits; count to 3; name 3 objects in picture; build bridge with 3 blocks	
likes colors, crayons, puzzles, clay	
recognizes square, circle, triangle	
can dress self with only a little help	
paints whole page and names finished product	
likes imaginative and repetitive stories	
can undress himself	
Sociality	
tries to conform and please	
is very susceptible to praise	
likes to help with dishes--wipe and put away	
can play alone well with another 3-year old up to 30 minutes	
reaches peak of imaginative play at 3½	
enjoys excursions	
Vocalization	
is attentive to spoken word	
uses more and more words and sentences	
soliloquizes and dramatizes	

Normal child Four years	Auditorily handicapped child
Motor	
is beginning to learn finer coordinations but still engages in a great deal of gross motor activity	
Sleep	
is ready to sleep in big bed	
naps one to two hours; or may merely rest quietly for an hour	
Feeding	
food jags or strikes over by 4½	
may eat at family table if not too demanding of attention	
Elimination	
majority attend to own toileting completely	
few need 10 p.m. toileting	
Self-activity	
dresses self--can lace shoes	
runs hither and thither (see 2 yr. olds)	
highly dramatic	
resists confinement to yard or room; will run away if restricted too much	
makes designs and crude letters	
builds complicated structures with blocks	
likes to paint his clay models to be saved	
draws objects with few details	
Sociality	
is very sociable, wants to play with children all day long; needs supervision still	
no longer cares to help in house	
dramatic play substitutes for real household activities	
not so sensitive to praise	
boys and girls frequently segregate in groups of three or four	
indulges in name calling	
Vocalization	
is very voluble, boastful, bossy	
words outrun his knowledge	
endless "how" and "why" questions	
language increases by leaps and bounds	

Normal child Five years	Auditorily handicapped child
Motor has achieved excellent postural control lacks some fine coordination--has difficulty in making oblique strokes--is not ready for penmanship is not ready for mechanics of reading because of lack of sensory-motor control can use skates	
Sleep sleep habits well established	
Feeding behaves in mannerly way at table	
Elimination can care for himself at toilet unassisted	
Self-activity is capable of self criticism is sensitive to incompleteness of tasks his drawing becomes representative can wash and dress himself does simple household tasks crosses street alone safely goes about neighborhood by himself knows his address	
Sociality plays well with other children without undue quarreling	
Vocalization speaks without infantile articulations vocabulary averages 5000 words	

Based on studies of Gessell
Source: Jean Chapman

IOWA-KEASTER TEST OF LIPREADING ABILITY

Form A Date__________

Score_______%

1. How are you?
2. Do you have a piece of paper?
3. What hours do you work?
4. Do you have a pencil?
5. Do you like to go to the movies?
6. How far is it from here to the post office?
7. How much time have you?
8. How far is it from here to Chicago?
9. Where do you work?
10. Did you enjoy the ball game?
11. The train leaves at five o'clock.
12. Do you have an umbrella?
13. What is your favorite television program?
14. This is a cold day.
15. Have you any children?
16. How much snow did we have last night?
17. Did you finish high school?
18. Do you have chains on your car?
19. Have you ever lived in the West?
20. I'm going south for my vacation.
21. How many miles did you drive your Ford?
22. Did you get my letter?
23. What does the paper say about the weather?
24. I think it is going to snow.
25. The bank closes at two-thirty.
26. The snow is five inches deep.
27. Isn't this a beautiful day?
28. It was a perfect day for a football game.
29. You had a long distance call while you were gone.
30. It rained most of the night.

FORM B Date______________

Score____________%

1. What time is it?
2. Do you have a dog?
3. What time did you have breakfast this morning?
4. Do you have a new car?
5. What kind of a dog do you have?
6. Have you read the papers this morning?
7. Where is your home?
8. How is your family?
9. Are you going home for vacations?
10. Do you like to shop?
11. Do you think it will rain this afternoon?
12. Would you like to go to the show with us?
13. What is your occupation?
14. Do you like to watch television?
15. What are your hobbies?
16. What kind of a car do you drive?
17. What day of the week is this?
18. Do you drink your coffee black?
19. My watch is slow.
20. Have you any brothers or sisters?
21. The wind is blowing from the northeast.
22. My watch doesn't keep good time.
23. What shall we do tonight?
24. Did you drive or come by train?
25. Can you have lunch with me Friday?
26. I have an appointment at three o'clock.
27. Are your parents living?
28. I'll meet you at three o'clock.
29. You could drop me a postcard to let me know.
30. Do they allow children in that building?

SCORING TABLE

Excellent - 70% or over
Good 55 - 69%
Fair 40 - 51%
Poor under 40%

LEARNING STYLE INDICATOR CHECKLIST

The following checklist is an observation guide to be used by teachers when doing classroom observation. Caution is advised when attempting to determine a student's learning style. Once a student's learning style is determined, it is wise to emphasize the style in the planning of the teaching approach. But it is equally wise to provide some opportunities for a student to use the modes of learning that may not be preferred.

When using this checklist, look for clusters of behavior in the areas listed.

LEARNING STYLES CHECKLIST

STUDENT'S NAME________________________________ AGE________ GRADE____________

Visual Strength Indicator

________ Is often one of the first to find the right page in a book or workbook. Often remembers where you put the book, record, etc., you mislaid.

________ Uses balance, good spatial arrangement (perspective at a higher level) in his drawings and paintings.

________ Displays a good sight vocabulary.

________ High interest in drawing, coloring, and other art activities.

________ Remembers information best when sees it in a written form.

________ Often notices details on papers, on your desk, etc. Often catches your typographical errors.

________ Tidy desk, puts things back where they belong. Likes the way things look when they are in order.

________ Well coordinated, good sense of balance, even with eyes closed.

________ Enjoys working puzzles.

Visual Weakness Indicator

________ Often uses fingers to keep place while reading.

________ Loss of place on a reading page and the skipping of words and lines when reading.

________ Poor spacing of letters and words; crowding of words at ends of lines.

________ When copying from the blackboard; often omits letters, words, and lines of print.

________ Difficulty working with a crowded page of arithmetic problems.

________ Limited memory for letter and number shapes.

________ Limited sight vocabulary.

________ Poor spelling of sight words.

________ Omitting answers and problems on a work page.

Visual and/or Kinesthetic Motor Weakness Indicator

________ Uneven or poorly formed written letters and lines.

________ Difficulty with drawing and coloring within lines.

________ Poor ball playing skills, particularly throwing and catching.

________ Prints on incorrect lines on lined writing paper.

________ Poor, illegible, or labored handwriting.

________ Reversal of b's and d's.

________ Difficulty copying designs.

________ Short attention span for paper-pencil tasks.

Kinesthetic Motor Strength Indicator

________ Enjoys and uses playground equipment, such as monkey bars, parallel bars, ropes, and balls. Often is good at sports.

________ Likes to work with his hands and take gadgets, toys, and other objects apart and put them back together again.

________ Often feels or touches objects, people, etc. he walks past or stands near.

________ Likes to play with clay, sand, and other textured materials.

________ Prefers to handle disagreements with peers with physical rather than verbal actions.

________ Learns best by doing and experiencing.

________ Learns best when allowed to trace and write letters.

________ Uses expressive hand gestures when speaking.

________ Uses hand gestures and facial expressions when he talks.

Auditory Strength Indicator

________ Likes to play with words - makes up rhyming nicknames, poems, and jingles.

________ Before child can read, child can remember his address and telephone number.

________ Tells stories, jokes, etc. in an interesting manner.

________ Often talks to himself or reads out loud.

________ Has a good speaking vocabulary (sounds old for his age).

________ Has good word attack (decoding and synthesis of sounds) skills.

________ Responds readily to a phonetic reading program.

________ Often uses verbal excuses for misbehavior.

________ Can recite T.V. "commercials" word for word. Can sing T.V. commercial "jingles" word for word.

________ Enjoys singing, remembers words and tunes, can keep place in a round, or harmonize when older.

________ Can follow directions given orally.

________ Can call home on the telephone and find out and remember information given.

________ Likes poems, riddles, and jokes and can remember and retell them.

________ Readily remembers names of things, people, and places.

Auditory Weakness Indicator

________ Inability to follow verbal directions.

________ Attends to sounds other than teacher speaking.

________ Limited ability to verbalize reasons for answers.

________ Inability to work in a busy, noisy classroom.

________ Lack of memory for letter names.

________ Often mispronounces common words.

________ Use of inappropriate or substitute names for items (whatchamacallit, "you knows", cooking place for kitchen).

________ No sense of likeness and difference in sound.

________ Short, unsure oral answers. Avoids participation in verbal class activities.

________ Too soft or too loud a speaking voice.

________ Inability to remember words of songs, poems, jokes, and riddles.

________ Difficulty with phonetic concepts; poor word attack (decoding of sounds) skills.

________ Poor memory for phonetic sounds and difficulty with sound blending.

________ Immature speech patterns, sentence structure (baby talk).

________ Has difficulty finding the source or direction from which sound is coming.

Auditory and/or Kinesthetic Motor Strength Indicator

________ Enjoys music, singing, folk dancing, and rhythms.

Source: Child Service Demonstration Center
San Diego

STUDENT'S NAME ______________________________ AGE ______ GRADE __________

Other Learning Styles

______ Works best in a group

______ Prefers to work alone

______ Works best in morning

______ Works best in midday

______ Works best in afternoon

______ Works best if given extra time

______ Works best in a quiet place

______ Works best in a noisy place

Questions to Ask a Student

The easiest way for me to learn something is to:

______ read it

______ hear it

______ see it in pictures

______ try it

______ write it in my own words

______ explain it to someone else

Examples of Other Learning Strengths

______ Attentive

______ Cooperative

______ Creative, artistic

______ Imaginative

______ Willingness to work at a task (perseverance)

______ Social skills

______ Practical

______ Willing to cooperate

Source: Child Service Demonstration Center
San Diego

MOTOR FUNCTION CHECKLIST

Name ________________________________ Date ______________

Birthdate ____________________ CA __________ Grade ______________

Examiner ____

Some items selected from (B) Bayley, (O) Oseretsky tests.

A. Selected tests:

Item	"Pass" or "Fail"	Motor Age	
Stands on one foot with help	________	19.9 mos.	(B)
Tries to stand on walking board	________	22.5 mos.	(B)
Walks with one foot on walking board	________	27.6 mos.	(B)
Stands on one foot alone momentarily	________	29.3 mos.	(B)
Walks on tip-toe	________	30.1 mos.	(B)
Stands on walking board with both feet	________	31.0 mos.	(B)
Walks on a line (10 ft.) stepping on line	________	31.3 mos.	(B)
Walks on board with 2 or more alternate steps	________	38.0 mos.	(B)
Hops on right foot 2 or 3 hops	________	49.3 mos.	(B)
Stands on one foot before other, eyes closed, 15"	________	4 yrs.	(O)
Touches nose with forefinger, eyes closed	________	4 yrs.	(O)
Makes circles with forefingers, arms extended, 10"	________	4 yrs.	(O)
Balances on tip-toes, 10"	________	5 yrs.	(O)
Hops 15 ft. on one foot	________	5 yrs.	(O)
Rolls paper into a ball with fingers, one hand, 15"	________	5 yrs.	(O)
Balances on one foot for 10"	________	6 yrs.	(O)
Throws a ball at a target 5 ft. away	________	6 yrs.	(O)
Jumps over a rope 20 cm. high	________	6 yrs.	(O)

B. Laterality:

Throws: Right________ Left________ Both________ (6 trials)

Kicks: Right________ Left________ Both________ (6 trials)

Status: Right________ Left________ Confused________ Mixed__________

C. Speech Mechanism: Did not test______ No apparent impairment___________

1. Tongue movements: (If no response, mark NR to left of item)

Protrusion and retraction Normal________ Poor________

Licking lips Normal________ Poor________

Touching chin Normal________ Poor________

Touching nose Normal________ Poor________

2. Jaw movements:

Up and down Normal________ Poor________

Side to side Normal________ Poor________

D. Gait: Characteristic of

Normal______________________ Deaf________________ Other___________________

E. Grasp:

Normal__________________ Immature________________ Poor___________________

F. Impression of Motor Function:

Source: Jean Chapman

MOTOR PERFORMANCE INVENTORY

Name____________________________________ Birthdate_______________ C.A._____________

Grade______________________ Date____________ Examiner_______________________________

A. LOCOMOTION AND MOVEMENT:

Balances head	6 weeks
Reaches for familiar persons	3 months
Rolls over	4 months
Sits unsupported	6 months
Pulls self up	7 months
Moves about floor	9 months
Stands alone	11 months
Walks around room unattended	12 months
Stands on one foot with help	20 months
Tries to stand on walking board	22 months
Walks upstairs unassisted	24 months
Walks with one foot on walking board	27 months
Stands on one foot alone momentarily	29 months
Walks on tip-toes	30 months
Stands on walking board with both feet	31 months
Walks on-line 10 feet	31 months
Walks downstairs one step per tread	36 months
Walks on board with 2 or more steps	38 months
Hops on right foot two or three times	49 months
Stands with one foot before other - eyes closed 15"	4 years
Touches nose with forefinger, eyes closed	4 years
Makes circle withforefinger - eyes closed 15"	4 years
Balances on tip-toe, 10"	5 years
Hops 15 ft. on one foot	5 years
Balances on one foot for 10"	6 years

B. MANUAL:

Reaches unilaterally, 5 or 6	6 months
Grasps string	7 months
Secures pellet (whole hand)	8 months
Secures pellet with scissors-like grasp	9 months
Grasps with thumb and finger	9½ months
Secures pellet with pincer-like grasp	11 months
Unwraps toy - 8½ x11" - onion skin	14 months
Attains toy with stick	20 months
Closes oblong box	22 months
Folds paper squares twice	23 months
Cuts with scissors	2-2 years
Egg beater	2-3 years
Buttons four buttons in two minutes	2-10 years
Touches fingers with thumb	3-2 years
Folds square of paper three times	4-7 years
Rolls paper into ball with forefingers - 15"	5 years
Throws ball at target 5 feet away	6 years
Folds square of paper three times	6-6 years

C. LATERALITY: (indicate R or L)

Eating_____ Drawing_____ Picking up and grasping objects_____

Egg beater____ Throwing_____ Pointing_____ Kicking__________

(Selected items from Developmental Scales)

Source: Jean Chapman

OBSERVED BEHAVIOR CHECKLIST

Name of Child________________________________Age____Grade_____

Teacher____________________________Subject_____Regular____Date____

Please rate each statement by putting an (X) in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making a judgment are given below:

(1) You have not noticed this at all.
(2) You have noticed this to a slight degree.
(3) You have noticed this to a considerable degree.
(4) You have noticed this to an uncomfortable (large) degree.
(5) You have noticed this to a very large degree.

	1	2	3	4	5
1. DYSGRAPHIA: Difficulty with the formation of letters when writing					
2. CONFUSION: in spelling					
3. DYSCALCULIA: inclined to become confused in number processes-gives illogical responses					
4. DYSLEXIA: Reading is poor					
reading cognition is poor					
5. DYSACUSIS: seems to have a hearing impairment which involves distortion of loudness or pitch, or both rather than loss in sensitivity; startles easily at loud sounds, or shows fear of loud noises					
6. DYSLOGIA: seems to have an impairment of reasoning powers					
7. ARTICULATION PROBLEMS: difficulty with formation of speech sounds; utterance of distinct syllables					
8. AUDITORY MEMORY: recall of auditory stimuli:					
immediate rote					
immediate meaningful					
delayed rote					
meaningful rote					
9. BEHAVIOR EXPLOSIVE: refers to violent reaction which does not appear in any way to be connected with the situation at hand					
10. BEHAVIOR PURPOSIVE: directed toward a goal					
11. CLUTTERING: bursting "nervous" speech marked by rhythmic disorders fluctuations in rate, frequent omissions and substitutions of sounds, tendency to scramble order of sounds, syllables, etc.					
12. CONCEPTUAL DISORDERS: disturbances of thinking					
reasoning					
generalizing					
memorizing					
other					
13. DEDUCTIVE REASONING: describes process of reasoning which moves from a whole to a part of parts					
14. DISTRACTIBILITY: attention easily drawn to extraneous stimuli, lacks continuity of effort and perseverance					

Observed Behavior Checklist (cont.)

	1	2	3	4	5
15. EXCESSIVELY METICULOUS: exacting, formalistic or pedantic					
16. ERRATIC: flighty or scattered behavior					
17. LACKS a variety of responses, repeats himself in many situations					
18. CRIES easily and often					
19. OFTEN more confused by punishment					
20. UPSET by changes in routine					
21. CONFUSED in following directions					
22. TENDS to be destructive, especially of the work of others					
23. EASILY led, does what peers suggest even though inappropriate					
24. MANIFESTS nervous tics, startle movements, etc.					
25. DEMANDS much attention, works better with individual supervision					
26. PREFERS to work by himself					
27. LACKS control in class; will speak out or jump out of seat					
28. DIFFICULTY with other children and/or adults					
29. SEEMS generally unhappy					
30. CONFUSED and apprehensive about rightness of response; indecisive					
31. OFTEN tells bizarre stories					
32. CLASSROOM comments are often "off the track" or peculiar					
33. MIRROR writes; confuses W and M; D and B, etc.					
34. PERSERVERATES: repeats words, actions, topics of conversation, etc.					
35. ASKS questions when problem or work is not understood					
36. PROFITS from the answer					
37. DOES homework					
38. MAKES good use of time in class					

SUMMARY

Primary problems in school:

Assests/strengths successfully built upon:

Successful teaching techniques and strategies used:

Source: Unknown

ORAL MECHANISM
Structure and Function

Name__________________ Birthdate______________ C.A.____________

Grade______________ Date______________ Examiner__________________

A. JAW

Movement during eating: Normal____ Slow____ Very slow____ Absent____
Food remains between teeth during eating process: Yes____ no____
Number of times child can open and close jaw in 5 seconds__________

B. LIPS

Loses food through lips when eating: Yes____ no____
Holds lips together normally__________
Drooling present__________
Puckers lips easily____ with difficulty____ unable____
Retracts lips easily____ with difficulty____ unable____

C. TONGUE

Tongue directs food between teeth during mastication__________
Tongue tip lateralizes during eating__________
Tongue tip elevates during eating__________
Tongue locates bits of food placed in various parts of mouth__________
Directed tongue movements:
Elevates tongue easily____ with difficulty____ unable____
Lowers tongue tip easily____ with difficulty____ unable____
Projects tongue tip easily____ with difficulty____ unable____
Retracts tongue tip easily____ with difficulty____ unable____
Lateralizes - left easily____ with difficulty____ unable____
Lateralizes - right easily____ with difficulty____ unable____
Lateralizes rapidly____ with difficulty____ unable____
Number of times he can say "da" in five seconds__________
Number of times he can say "kitty" in five seconds__________
Number of times he can say "puh, tuh, kuh" in five seconds__________

D. PALATE

Structure of palatal vault - normal____ high____ other____
Movement of soft palate - normal____ diminished____ no movement____

E. VOICE

Vocalizes__________ Mute__________
Length of time child can sustain a vowel sound__________
Vocal quality - normal____ hypernasality____ hyponasality__________
Vocal inflections - normal____ poor____ describe__________
Rhythm of speech - normal____ poor____ describe__________
Describe the vocal peculiarities or abnormalities__________

F. ARTICULATION

Give articulation test if indicated and list sound substitutions, omissions or any distortions observed__________
Attach articulation test, if given__________

G. GENERAL SUMMARY

Source: Jean Chapman

Student's name________________________________Age_______Grade___________

OTHER LEARNING STYLES

_____ Works best in a group

_____ Prefers to work alone

_____ Works best in morning

_____ Works best in midday

_____ Works best in afternoon

_____ Works best if given extra time

_____ Works best in a quiet place

_____ Works best in a noisy place

Questions to Ask a Student

The easiest way for me to learn something is to:

_____ read it

_____ hear it

_____ see it in pictures

_____ try it

_____ write it in my own words

_____ explain it to someone else

Examples of Other Learning Strengths

_____ Attentive

_____ Cooperative

_____ Creative, artistic

_____ Imaginative

_____ Willingness to work at a task (perserverance)

_____ Social skills

_____ Practical

_____ Willing to cooperate

Source: Child Service Demonstration Center
San Diego

PIAGET RIGHT-LEFT AWARENESS TEST

* Child Development
Vol. XXXI, No. 1
(1965), 57-71

INSTRUCTIONS:

A. Show me your right.__________(R)
Now show me your left hand.____(L)
Show me your right leg.______(R)
Now show me your left leg.____(L)

B. (Sit opposite the child)
Show me my right hand.________(R)
Now show me my left hand.______(L)
Show me my right leg.__________(R)
Now, my left leg.______________(L)

C. (Place a coin on the table left of a pencil in relation to the child.)
Is the pencil to the right or to the left?__________ (R)
And the penny--is it to the right or to the left?__________ (L)
(Have the child go around to the opposite side of the table.)
Is the pencil to the right or to the left?__________ (L)
And the penny--is it to the right or to the left?__________ (R)

D. (Sit opposite the child with a coin in your right hand and a bracelet or watch on your left arm.)
You see this penny. Have I got it in my right hand or in my left?______ (R)
And the bracelet, is it on my right arm or my left?________ (L)

E. (Place three objects in front of the child: a pencil to the left, a key in the middle, and a coin to the right.)
Is the pencil to the left or to the right of the key?__________ (L)
Is the pencil to the left or to the right of the penny?__________ (L)
Is the key to the left or to the right of the penny?__________ (L)
Is the key to the left or to the right of the pencil?__________ (R)
Is the penny to the left or to the right of the pencil?__________ (R)
Is the penny to the left or to the right of the key?__________ (R)

TABLE III

Norms for the Piaget Right-Left Awareness Test

Age	Items Passed by 75% of Age
5	A
6	A
7	A,C
8	A, B, C, D
9	A, B, C, D
10	A, B, C, D
11	A, B, C, D, E

DIRECTIONS USING LOCATION ON PAPER:

1. Put two X's on the upper right corner of the paper.__________
2. Put three circles on the lower left corner of the paper.__________
3. Put one cross on the middle of the paper.__________
4. Draw a line from the upper left corner to the lower right corner of paper.________

---

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PREFERRED MODE OF LEARNING

(Kinesthetic - Auditory - Visual)

INSTRUCTIONS: (Use amplification with hard-of-hearing. Stress using best speech reading skills.)

"I am going to tell you a story. Please listen carefully."

STORY

You are in a room with a block. A man comes into the room and saws the block in half. Then he saws those pieces in half. He unplugs the saw and leaves.

QUESTIONS:

1. What color was the block?________________________________
2. How many pieces did you have after the man sawed the block?________
3. How was the man dressed?________________________________
4. What kind of saw did the man use?__________________________
5. Did you see the man saw the block?__________________________

Response may be oral or manual.

METHOD OF DETERMINING CHILD'S MODE OF LEARNING:

Kinesthetic

1. If child uses a lot of gestures, movement of hands and arms
2. If child uses expressive movement

Auditory

1. If child repeats story verbatim
2. If child frequently responds when asked color, etc. "You didn't tell me."
3. If child doesn't picture or visualize action

Visual

1. If child tends to visualize the scene.
2. If child can describe things in detail as to color, size, shape, clothes, etc.
3. If child demonstrates by drawing the scene in detail.

Source: Adapted for Hearing Impaired from
Child Service Demonstration Center
San Diego

QUICK LEARNING STYLE CHECK SHEET

Name______________________________Grade____________

Birthdate__________________

Phone number__________________

Address____________________________________

Parent's name__________________________________

Best time to catch parents at home________________________

CIRCLE WHAT APPLIES TO YOU BEST (if necessary, read to student)

I am most alert for learning new things in the:

1. early morning, 2. midday, 3. late afternoon, or 4. evening.

The easiest way(s) for me to learn something is to:

1. read it, 2. hear it, 3. see it in pictures, 4. try it, 5. write it in my own words, 6. explain it to someone else, or 7. draw a diagram or picture of it.

The kinds of learning situations that bother me most are:

1. large group sessions, 2. small group sessions, 3. using learning games such as spelling bees, 4. working with a partner who chose me, 5. working with a partner the teacher chose for me, 6. working with a partner I don't know, 7. working by myself, 8. working on team projects, 9. working in a very quiet place, 10. working in a very noisy place, 11. being interrupted while I'm working, 12. having to take a break in the middle of my work, 13. having to stop when I'm not finished, or 14. having nothing to do while I wait for others to finish.

Source: Child Service Demonstration Center
San Diego

RATING SCALE: BEHAVIORAL DISTURBANCES

Name____________________Date________________

Birthdate______________Type and Degree of Hearing Loss____________

Disturbances of Perception:

Auditory:

1 - None
2 - Seldom
3 - Usually
4 - Consistently

	1	2	3	4
Attending to self-induced sounds				
Fearful reaction to noise				
Ignores loud noise				
Disregard of speech				
Visual:				
Visual detail scrutiny				
Reaction to illumination change				
Disregard to surroundings				
Tactile:				
Rubbing surfaces				
Let objects fall out of hand				
Failure to react to pain				
Olifactory & Gustatory:				
Bizarre food preferences				
Intolerance of "rough" foods				
Vestibular:				
Spinning objects				
Fearful of roughhouse				
Fright of elevators				
Motor Disturbances:				
Hand flapping, finger flicking				
Bizarre gesticulations				
Whirling				
Toe walking				
Darting and lunging				
Posturing				

	1	2	3	4
Disturbances of Relating:				
Deviant eye control				
Absent social smile				
Delayed anticipatory response				
Limpness or stiffness when held				
Failure to play "peek-a-boo"				
Use others as extensions of self				
Lack of emotional responsiveness				
Disturbances of Language:				
Echolalia				
Pronoun revesal				
Atonal, arrhythmic voice				
Inner language				
Receptive language				
Auditory memory				
Auditory sequencing				
Auditory descrimination				
Auditory motor				
Laterality				
Directionality				
Spatiality-temperality				
Auditory closure				
Auditory fusion				

Comments:

Source: L.A. State University
Deaf Education
Instructor: William Blea

REFERRAL FOR HEARING TEST

Name________________________________Address________________________________

Birthdate______________Age_____School______________Telephone________________

I. Physical symptoms -

1. Frequent earaches_____
2. Running ears_____
3. Chronic colds_____
4. Recent illness_____

II. Speech and voice symptoms -

1. Omissions and substitutions of certain sounds of speech_____
2. Mispronouncing common words_____
3. Other speech defects_____
4. Voice lacking in intonation pattern_____

III. Behavior reactions in the classroom -

1. Requests for repetitions of words_____
2. Turns one side of head toward speaker_____
3. Inattentive in class discussion_____
4. Watches teacher's lips_____
5. Frequent mistakes in following directions_____
6. Shows strain in trying to hear_____
7. Low achievement for age_____

IV. Some signs that may indicate hearing impairment -

1. Irritability_____
2. Child appears more intelligent than work indicates_____
3. Temper tantrums_____
4. Inferiority complex_____
5. Child is tense_____
6. Child sometimes appears dull_____

Observations recorded by ____

Source: Jean Chapman

SPEECH READING RECORD

Name________________________ Birthdate__________ Grade________

Type of hearing loss: (check)

Conductive______ Sensori-neural_____

Central________ Sensori-neural-conductive______

Degree of hearing loss: (check) Monaural (right____, left____) Binaural____

Mild____ Moderate____ Severe____ Profound____

Personal Hearing Aid: Make/model__________________________

Check one: Binaural____ Left____ Right____

Comments____________________________________

Clinical Hearing Test Results Date______________

	Speech Audiometry			Speech Audiometry	
Unaided	R	L	Unaided	R	L
SRT	____	____	SRT	____	____
PB	____	____	PB	____	____
____	____	____	____	____	____
____	____	____	____	____	____

Comments:____________________________________

Speech Reading Data

Rate 1 to 5 (poor to excellent)

Date					
Listening Habits					
Visual Habits					
Attention span					
Retention					
Motivation					

Dated Significant Observations:____________________________

Source: Jean Chapman

SPELLING ANALYSIS

DIRECTIONS:

1. Select the last five words student identified correctly on the word recognition part of the WRAT.
2. Select five words the student did not correctly identify.
3. Use these ten words for a spelling test.
   a. Dictate words orally
   b. Student writes words

ANALYSIS:

1. Look for student attempts at phonetic spelling of known words.
2. Look for student attempts at visualizing known words.
3. Compare spelling attempts of known to unknown words.
4. Look for student attempts at phonetic spelling of unknown words.
5. Look for visual and auditory sequencing difficulties.
6. Look for reversal tendencies.

If a student consistently attempts a phonetic approach, the student may be relying more strongly on the auditory skills. If a student spells some of the words correctly from memory, he may be relying more strongly on the visual skills. If a student has a lot of difficulty with both the reading and spelling of words, he may not be utilizing either auditory or visual skills.

Spelling analysis can provide some indication of a student's approach to learning. A spelling analysis can also provide some guidelines for the following two questions:

1. Is the student using an auditory or visual, or neither approach to reading and spelling.
2. What are the student's strengths and what skills does the student need to strengthen.

The importance of this analysis is that this information cound be used in planning teaching approaches for the student. This is an excellent assessment tool to utilize with regular classroom teachers.

Source: Child Service Demonstration Center
San Diego

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SPONTANEOUS LANGUAGE SAMPLE RECORD

Name____Date____________________

School____________________Grade______________B/D__________CA__________

A language sample should contain at least fifty different and consecutive sentences or utterances elicited from the child in conversation, using stimulus materials, pictures, toys, and activities in which the child is interested.

Spontaneous language samples:

Recorded by tape________

Level of intelligibility_______

Incidence of echolalia_______

Incidence of dysnomia________

Analysis of sample with written transcription/record_________

Recorded by writing_________

Incidence of dysfluency_______

Incidence of circumlocutions_________

Evidence of voice disorder________

Other____

____

____

describe setting and activity under which samples were elicited________________

____

____

____

Conclusions:____

____

____

____

Examiner____________________________

LANGUAGE SAMPLES

Source: Jean Chapman

STUDENT INTERVIEW

(High School)

Name ______________________ Age __________ Date ______________________

School/Grade ______________________ Homeroom Teacher/Counselor ______________

1. Names and ages of brothers and sisters? ______________________

   ____

2. What are your regular responsibilities at home? ______________________

   ____

3. Do you get a regular allowance? ______________________
4. What pets do you have? ______________________
5. Do you have a TV set? ______________ a stereo? ______________
6. What tools or sports equipment do you regularly use? ______________

   ____

7. What do you like best about your home life? ______________________

   ____

8. How often do you go to the movies? ______________________
9. Which movies have you liked best? ______________________

   ____

10. Do you go to:

    basketball games? ________

    baseball games? ________

    football games? ________

    soccer games? ________

    tennis matches? ________

    swimming meets? ________

    rock concerts? ________

    other concerts? ________

11. What hobbies and/or collections do you have? ______________________

    ____

12. Have you been to:

a museum?____ which one(s)?______________________________

a summer camp?_____ where?______________________________

backpacking?_______ where?______________________________

a ranch?_______ where?______________________________

a trip by boat?________ airplane?_____ where?_______________

13. What states have you visited?______________________________

14. What vacation trips have you most enjoyed?______________________________

15. Have you taken classes in:

art?____ dancing?______

music?______ church school?_____

16. What music groups do you like best?______________________________

17. What are your favorite TV shows?______________________________

18. What type of books and magazines do you like to read?____________________

____

19. Do you have a Social Security card?______________________________

20. Do you have a California driver's license?______________________________

21. Do you work for pay?______________________________

22. What do you want to accomplish after graduation?____________________

____

23. How do you spend your money?______________________________

24. What are the names of your closest friends?______________________________

25. What clubs or youth groups do you belong to?______________________________

____

There are no norms for this interview sheet; however, the interviewer should be able to estimate areas in which experience is lacking or meager.

TIME

Name____________________ Age________ Date__________

Examiner____________________

I. CONCEPT

A. Past

1. What day was yesterday?____________________
2. What did you do last night?____________________
3. Did you go to school yesterday?____________________
4. What did you eat for breakfast today?____________________
5. What did you do before breakfast?____________________
6. What did you do last summer?____________________
7. What grade were you in last year?____________________

B. Present

1. What day is today?____________________
2. How old are you now?____________________
3. What are you doing now?____________________
4. Where is your father today?____________________
5. Are you eating lunch at home today?____________________
6. Where is your mother?____________________

C. Future

1. What day will tomorrow be?____________________
2. How old will you be on your next birthday?____________________
3. Where will you sleep tonight?____________________
4. Where will you be tomorrow?____________________
5. When are you going home?____________________
6. What grade will you be in next year?____________________
7. What are you doing after school today?____________________

D. Relationships - Before and After

1. What day comes after Sunday? ____
2. What do you do after dinner? ____
3. What day comes before Friday? ____
4. What month comes before March? ____
5. What month comes after June? ____
6. What month comes before January? ____
7. What year comes after this one? ____
8. What meal comes before lunch? ____
9. What season comes before summer? ____
10. When does the sun come up (get light)? ____

E. Relationships - Length of Time

1. Which is longer, a day or a week? ____
2. Which is longer, a month or a year? ____
3. Is an hour shorter than a minute? ____
4. Is a year shorter than a month? ____
5. Which is shorter, a second or a minute? ____
6. Which is shorter, an hour or a half hour? ____

II. AUTOMATIC

A. Sunday - Monday - Tuesday - Wednesday - Thursday - Friday - Saturday # ____

B. January - February - March - April - May - June - July - August - September - October - November - December # ____

C. Spring - Summer - Fall (Autumn) - Winter # ____

D. How many? Seconds in a minute? ____ Days in a month? ____
Minutes in an hour? ____ Days in a year? ____
Hours in a day? ____ Weeks in a year? ____

III. Clock

A. Set:		B. Read:	
1.	6:00 ____	1.	5:00 ____
2.	3:30 ____	2.	12:30 ____
3.	1:15 ____	3.	3:15 ____
4.	5:45 ____	4.	4:45 ____
5.	7:25 ____	5.	9:55 ____

TIME (cont.)

IV. COMMENTS:

Source: Child Service Demonstration Center
San Diego

VISUAL HEARING TEST

Teacher may present stimulus with or without amplification, dependent upon the need of the student(s). Test may be given individually or in small groups.

Teacher may present stimulus:

(1) with a single word per line of pictures

(2) in sequences of words - respond by marking or by numbering sequences, e.g., line 1: boat, owl, window student responds by numbering pictures 1 - 2 - 3.

(3) in a sentence

(4) adapted to individual needs.

It is suggested that method of testing and date be recorded so that the same test and procedure can be repeated.

Sets of pictures may be used in a number of ways for speech reading instruction: e.g. what rhymes with ____ in line one, etc. Riddles, questions; stimulus buried in sentence, categories, etc. are other possible approaches.

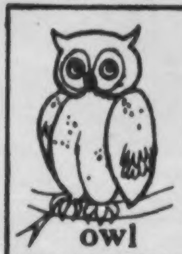
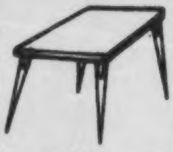
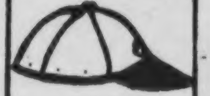
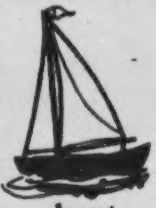
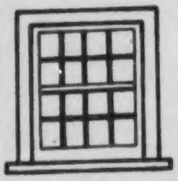
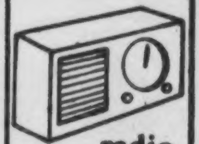
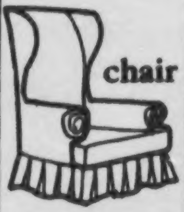
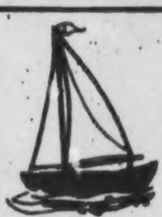
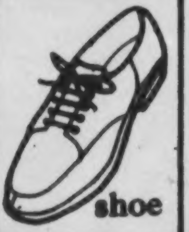
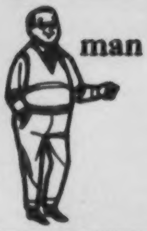
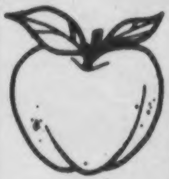
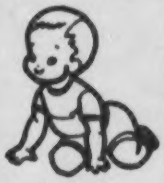
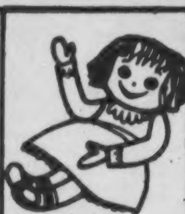
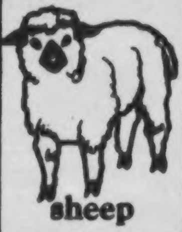
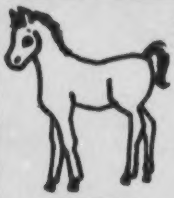
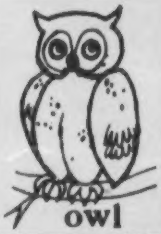
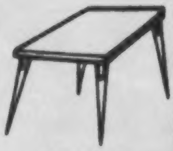
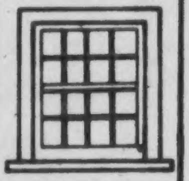
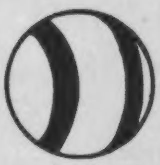
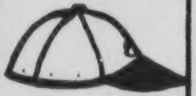
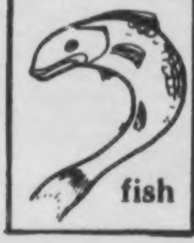
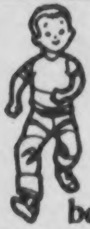
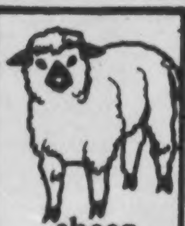
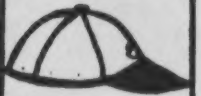
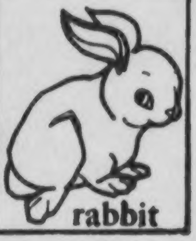
Source: Jean Chapman

VISUAL-HEARING TEST

Name ______________________________ Date ______________

Birthdate ______________ Examiner ______________________

Cross out (X) the pictures which illustrate the test word in each row.

1	 owl	 table	 cap	 boat	 window
2	 radio	 chair	 boat	 shoe	 man
3	 apple	 baby	 doll	 sheep	 pony
4	 owl	 table	 window	 ball	 cap
5	 fish	 boy	 sheep	 cap	 rabbit

THE WAY IT IS ---

INCOMPLETE SENTENCES

Name______________________________Grade__________Date__________

1. In sports - - -
2. My favorite sport - - -
3. I think that school - - -
4. My best friend is - - -
5. I am unhappy sometimes because - - -
6. The thing that bothers me most is - - -
7. When my father says "mad words" at me - - -
8. My school work - - -
9. When my sister and I argue I - - -
10. Boys - - -
11. Girls - - -
12. Close friends are needed when - - -
13. Sometimes - - -
14. When my mother says "mad words" at me - - -
15. When my parents argue I - - -
16. In arithmetic - - -
17. When my brother and I argue I - - -
18. When my father gets mad at me I - - -
19. My older sisters always get to - - -
20. My teacher thinks - - -
21. Reading - - -
22. When my mother gets mad at me I - - -
23. My older sister thinks that - - -
24. My friends - - -

25. I am afraid when - - -

26. When I become upset or mad, usually it is because - - -

27. My father - - -

28. My older brother always - - -

29. My younger brother always - - -

30. My mother - - -

31. Sometimes I get so mad - - -

32. Usually when I play with my friends - - -

33. When I think of school - - -

34. The principal - - -

35. When my teacher gets mad at me I - - -

36. My spelling - - -

37. My handwriting - - -

38. My art work - - -

39. Singing songs - - -

40. I wish I could be like - - -

41. I wish I could be like ________ because - - -

42. I don't like - - -

43. The most fun I have is when - - -

44. When I talk - - -

45. Of all the things in the world, I would like to - - -

46. People usually have it in for me because - - -

47. I usually get blamed when - - -

48. If I had three wishes - - -

49. I like - - -

50. Television - - -

Source: Unknown

KEITH WILSON RIGHT/LEFT AWARENESS TEST

Unpublished test

No.______________

Gr.________M F

1. EGOCENTRIC

Advise the child that he will be asked to indicate various parts of his body. If he does not know the part show him by touching bilaterally.

Show me your right ear.

Show me your left leg.

Show me your left shoulder.

Correct Responses______________

2. SPATIAL INHERENT

Face the child and advise that you are going to ask him to point to various parts of your body. Indicate bilaterally if the part is not know.

Which is my right foot?

Which is my left eye?

Which is my right thumb?

Correct Responses______________

3. SPATIAL ASSIGNED

A rectangular craft table placed at least ten feet away with the longer sides perpendicular to the line of sight is used for the first question. A page of typing paper horizontally oriented for the child is used for question two and the same page turned over and vertically oriented is used for question three.

4. EGOCENTRIC DIRECTIONALITY

Advise the child that you want him to follow directions and that he should start with his hands to his sides and return to that position after each direction.

Touch your left ear with your left hand.

Place your right hand on your left knee.

Touch your left knee with your right hand.

Correct Responses______________

5. PRIMARY SPATIAL DIRECTIONALITY

Advise the child that you want him to start walking toward the table when you say "GO" and that you will give him several commands to change direction. Hesitate several seconds between commands.

Go

Turn right.

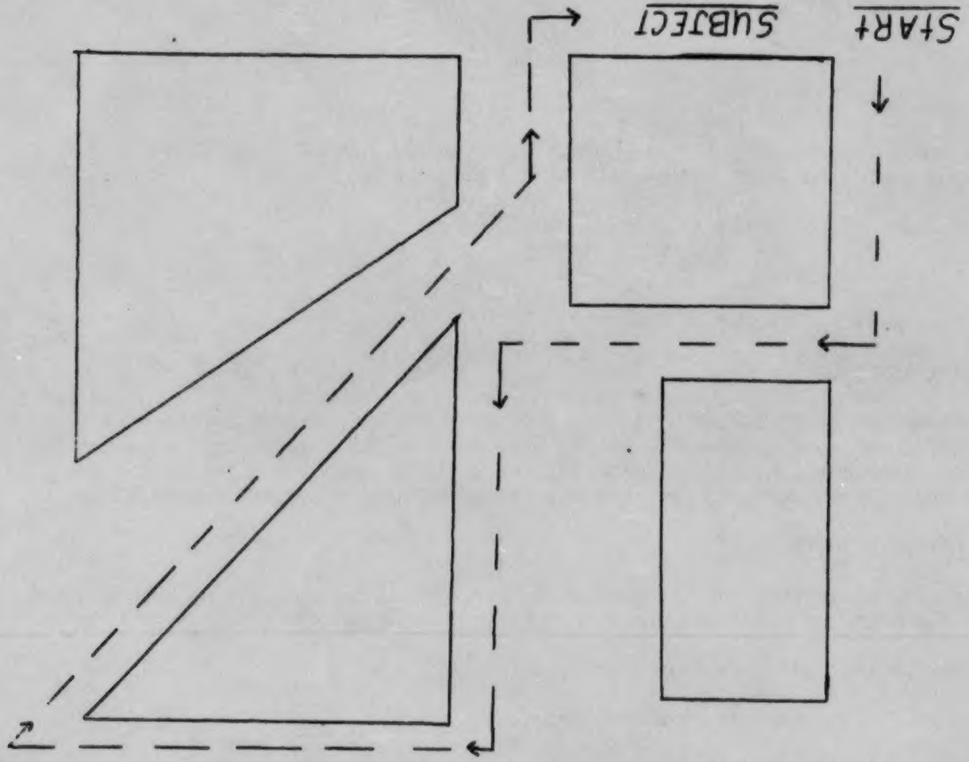
Turn right.

Turn left.

Correct
Responses________

6. SECONDARY SPATIAL DIRECTIONALITY

Advise the child that he is going to take an imaginary trip along the streets marked on the map. He is to tell you whether he turns right or left at each corner. Pointing or tracing is restricted if attempted.



Correct
Responses____
RLRRLR

Total of Correct Responses____

PART III

INTERVENTION

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Alphabet Answer, The	PM	Designed for teaching & reinforcing sequence of Alphabet. Sequence rather than letter formation is stressed. Copies of all pages may be made from book ($3.95). Pre & post tests included.	Elem.	Creative Classroom
Amislan Louie J. Fant, Jr.	PM	An Introduction to American Sign Language--Hundreds of pictures showing signs. $5.20	Elem. Sec.	Edmark Assoc.
Apple Tree: A Development Language Program	PM	Based on structural linguistics. Presents language through 5 teaching strategies. Spirals through 10 instructional units in sequential progression. Contains workbooks, manual and pre- and post-test booklets.	Pri. Intermediate	Dormac, Inc.
Auditory Training for Children. Whitehurst	PM	Graded lessons from very simple to difficult.	Pri. upwards	Alexander Graham Bell Assoc. for Deaf
Berkeley School for the Deaf-Curriculums	PM	Detailed curriculums in all areas.	Preschool through secondary	Berkeley School for the Deaf

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Boehm Resource Guide for Basic Concept Teaching	K	Kit contains guide, 91 worksheets duplicating masters, 65 concept cards, game cards & envelopes and 1 "pairs" book. Designed to teach concepts at multiple levels of difficulty. May be adapted for hearing impaired.	K - Elem.	Psychological Corp.
A Book for Concept Development	PM	Provides series of lessons and worksheets which may be duplicated. May be used with groups or individuals, teaches basic concepts of Boehm test.	Pri. Elem.	Whitehaven Publ. Co.
Building Blocks for Developing Basic Language	PM	Language curriculum developed for deaf multi-handicapped. Features small step spiraling progression. Simpler than Apple Tree.	0 - 6	Dormac, Inc.
Building Sentences Step by Step	K M	A 13 step manipulative verb program which leads student to form simple sentences through manipulation of work/phrase sentence cards. Excellent supplementary materials for Apple Tree Program. Can be administered by aide, parent or tutor. $39.95	Elem.	Dormac, Inc
Career Education Exemplary Programs	PM	Request Ed 101 489 1974: Career Education: Exemplary Programs for the Handicapped.	Sec.	ERIC

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Career Education for the Handicapped	PM	Request publication describing career education for handicapped adolescents and young adults: Career Development Center in Syosett, NY; Mobile Van Program, Baltimore, MD.; Project Serve, St. Paul Minn.: Project Worker, Fullerton, CA; "The Technical Vocational Program for Deaf Students"; and Vocational Village of Portland, Portland, Oregon.	Sec. to Adult	Council for Exceptional Children
Catalog of Training Films and other Media for Special Education	PM	Catalog describes instructional materials available to organizations with programs for teacher preparation and others who work with handicapped persons. Materials include 16mm films, 8mm cartridges, audiotapes and related study guides. Materials are on a free loan basis.	All	Special Office of Materials Distribution, Indiana University Audio-Visual Center
Chula Vista Reading and Math Diagnosis and Prescription	PM	A monitoring/management system for reading and math designed for use by classroom teachers. Math components, concept, and application keyed to Holt Math Series and Kennedy Kits has shown usefulness with deaf and hard of hearing.	Grades K-6	Chula Vista City School District
Cognitive Intervention Program	PM	Intermediate students learn the processes of reasoning and expand classification skills.	Grades 6-9	Developmental Learning Materials
Color and Symbol in Language Learning Paul and Schnieder	PM	Designed by teachers to stimulate language learning both oral and written. Color coding to explain grammatical structures based on Ohio Sentence Patterns and the Fitzgerald Key.	Jr.Hi. and HI.Sc.	The California Palms, California School for the Deaf

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Communication for the Non-Verbal Child	PM	Illustrated detailed program utilizing a form of manual sign language along with oral speech. $5.95	Open	Opportunities for Learning
Compucat	PM	Math timed tests. Child advances at own pace.	Grades 1 - 3	Beardsley School
Creative Games for Learning Karnes	PM G	50 games developed for children functioning between ages 3 - 8. Offer help to regular classroom teacher where children are mainstreamed. Games designed for handicapped students including hearing impaired. Games are suitable for parents to construct to use with handicapped children.	Ages 3 - 8	The Council for Exceptional Children
Curriculum Activities for Relevant Education (CARE)	PM	Career education concepts as part of regular curriculum provides goals and objectives using a developmental approach.	1 - 8	La Mesa - Spring Valley School District
Curriculum: Cognition and Content. Kopp	T	Continuing fucus on need for evaluation of various curriculum approaches for groups of children with different talents and interests.	Open	Alexander Grahan Bell Assoc. for Deaf

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Curriculum on Auditory Skills	K	A sequential auditory training program. Recommended by experienced eeaf educators. Available in entirety or in subsections	Elem.	Rick Witlin Southwest School for the Hearing Impaired
Developmental Syntax Program	K PM	A criterion referenced program to remediate syntax errors in 8 different areas.	3 yrs. to 10 yrs.	Learning Concepts
Dubunoff	T	Individual Program to improve visual motor performance.	Elem.	Teaching Resources
Family Circus	PM	Thinking Skills - Language Development	Open	Sister Mary Walter O.S.F., St. Johns School for the Deaf
Finger Spelling	K	A multi-media approach to the manual alphabet. Contains manual, flashcards, 3 filmstrips, spinners, other materials. $45.00	All	Communication Skill Builders, Inc.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Fokes Sentence Builder	K	Correlates with Fitsgerald's Key. Provides structured program. Entry Level child combines 2-3 words meaningfully. Comprehensive language program to develop speech and language - 3 levels of instruction prepared.	Open	Teaching Resources
Green Mountain Math Book 1: decimals Book 2: fractions	PM	Developed with and for deaf students in a preparatory community college program. Includes diagnostic tests, placement guide, semi-programmed format, self correcting.	Hi.Sc.	Dormac, Inc.
THE HANDBOOK Sandra Lake	PM	Teaches basics of total communication. Based on Signed English grammatical symbolic English. Photographs demonstrate each sign. Each sign is labeled with its spoken written. $15.00	All	Communication Skill Builders, Inc.
Handbook in Diagnostic Teaching (Mann-Suiter)	PM	Designed for teachers working with learning disabled children. Lists problems and remediation in primary and secondary skills. Now abailable in paper back (less than $10.)	Open	Allyn & Bacon, Inc.
Hearing with Our Eyes I. MacNutt	PM	A speech reading textbook with lessons progressing from clearly visible to more obscure movements. Each lesson consists of 24 sentences, a story, 2 games or devices. Workbook available for student.	Upper Elem. and Jr.Hi.	Alexander Graham Bell Assoc. For Deaf

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
I can Write	PM	Supplementary materials for Apple Tree. 6 workbooks help learner to transfer reading skills to writing skills, develop straight language patterns expand vocabulary use. Each book contains 80 pages. $2.50 ea.	Elem	Dormac, Inc.
Individualized Developmental English Activities (IDEA)	K	Provides comprehensive test book containing placement test enabling entry at appropriate level. Criterion referenced pre- and post-test. Kit contains pictorial illustrations for learning to speak and understand English. Incorporates 6 skills areas (at 8 levels of difficulty): Vocabulary, following directions, descriptive words, grammatic structure, articulation, verbal expression.	Open	Ballard and Tighe Co.
Jack & Julie Series and Sequencing Pictures	PM	Designed to teach language oral and written. Reinforces Fitzgerald Key.	Open	Sister Mary Walter O.S.F. St. Johns School for the Deaf
John Tracy Clinic Home Study Plan	PM AV	Plan designed to help parents provide language stimulating environment. Many techniques adaptable to deaf child entering School. Provides good source for parent education, films, records, articles and books.	Pre.K 1 - 6	John Tracy Clinic
A Jr. High Career Guidance Center	PM	Career centers and community exploration, written to assist educators develop and implement career guidance programs for Jr. Hi students.	Jr.Hi.	La Mesa - Spring Valley School Dist.
Kansas School for the Deaf: Curriculum for Preparatory I, II, III	PM	Manual contains curriculum outline, sources of materials in areas of sense training, speech, language, math and reading.	6 gr. upward 3 levels	Kansas State Schools for the Deaf

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
The Language of Classifications: Animals Mary Lou Rush	PM	Deisgned to help intermediate students develop the ability to use deductive reasoning	Upper Elem. and Jr.Hi.	Alexander Graham Bell Assoc. for Deaf
The Language of Directions: A programmed workbook Mary Lou Rush	PM	Through self correctional format, elementary to intermediate students learn to follow directions commonly used in written tests, workbooks, and textbooks.	Elem. and Jr.Hi.	Alexander Graham Bell Assoc. for Deaf
Language of Life	PM	Jr. High to adult students learn idioms and problem solving life situations through stories and written work.	Grades 8-14	Center on Deafness
Language Visuals	K	For speech and language development. 60 large colorful cards portraying: calendar, seasons, clothing, colors, numbers, family, Christman, other holidays, animals, classrooms, body images and feelings. Packaged in vinyl brief case. Designed for special needs including hearing impaired. $40.00	All	Communication Skill Builders, Inc.
Lessons in Syntax	PM	A method of teaching written constructions based on transformational grammar. Designed for developmental or remedial use. Follows Apple Tree in developmental sequence.	Grades 5 & upward	Dormac, Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Listening Comprehension (1) Informal Inventories (2) Games and activities	PM	Addressed to establishing listening as an explicit educational objective. Manuals provide series of inventories of listening abilities and strategies for building more mature listening techniques.	Grades 1 - 3	Educators Publishing Service, Inc.
Manual Communication by Dean A. Christopher PhD.	PM	A basic text and workbook with practical exercises on manual communication for everyone working with habilitating and rehabilitating the deaf contains 48 lessons teaching more than 800 signs and letters. $14.50	Secondary Adult	Edmark Assoc.
Manual Language Dictionaries	PM	Illustrates 60 signs chosen specifically for the retarded. Word lists meet the criteria for communication needs of non-verbal retarded client.	All	Edmark Assoc.
Mathematics Readiness Program	PM	Math Readiness Program incorporates Bachon Basic concepts at concrete level, workbook designed for reinforcing general readiness for reading as well as math.	Grades K - Pri.	Modern Curriculum Press
Mathematics Their Way Mary Baratta Lorton	PM G	"The goal of the activities of the book is to develop understanding and insight of the patterns of mathematics through the use of concrete materials. Activities in the book help children see relationships and interconnections in mathematics." The book also contains assessments.	Grades Pre School to third	Addison-Wesley Publishing Co.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Materials for Expressive Syntax Therapy (MEST)	K	Kit provides guidelines for language evaluation and materials in planning and implementing expressive syntax therapy. Contains picture cards for all structures. MEST material lends itself to total communication and a variety of activities and other materials.	All ages	Novato Unified School District
Model Secondary School for the Deaf: PANORAMA	PM	Provides information about instructional materials developed at MSSD. MSSD creates exemplary educational materials for use in other programs for the deaf throughout the country. See appendix for dissemination and order form for ordering or inquiring about materials.	Secondary	Model School for the Deaf, Galludet College
Model Secondary School for the Deaf Curriculum	PM	Prepared in various subject-matter areas. Have been field tested.	Jr. High & High	Galludet College
Newby Visual Language	PM	Collection of 8-1/2" x 11" drawings designed specifically to make language visual: verbs, adjectives, pronouns, prepositions and idioms. Two workbooks available. Correlates well with Apple Tree.	Ungraded	Newby Visual Language, Inc.
The News Language Stories and Drills Books I, II, III, and IV Croker	PM	Manual and student work sheets provide systematic order of presentation of language principles in language and speech reading. "Starts with second grade and brings child to point where he can use text books for hearing children."	Grades Elem., Jr.Hi.	The Vermont Printing Co.

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* *Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Parent-Infant Communication	PM	A program of clinical and Home training for parents and hearing impaired infants. Provides communication objectives for infant in sequential steps including a total communication section.	Parents & infants 0 - 4	Dormac, Inc.
Peabody Language Development Kits	K	Self-contained kits of lessons and materials to stimulate oral language and intellectual development. Four kits designed for 4 levels. Must be adopted for special needs.	3 -9½ years	American Guidance Service
Play It By Ear Tracy Clinic	PM	Designed to develop good listening habits in young hearing impaired children.	Pre. K and Pri.	John Tracy Clinic
Play It By Sign S. L. Kirchner	PM	26 games learning sign language for adults and children who are non-verbal for finger spelling or sign games; sign/number games. Games are explained in terms of 1) objective, 2)value, 3) level, 4) mode, 5) materials needed and instructions. Permission is granted to reproduce game components. $12.95	All	Edmark Assoc.
The Potomas Program	PM	Includes Pre/post test with behavioral objectives comprehensive developmental curriculum for the severely handicapped deaf, hearing impaired, and/or non-verbal student. Provides broad range of basic skills to build on including sense-training at low level.	All	Dormac Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Project WORTH	PM	Work Options Related to the Handicapped: a career education curriculum guide. Provides goals and objectives in career education utilizing social skills, academic skills and sensorimotor skills curriculum.	School Age	La Mesa-Spring Valley School Dist.
Read On! Jane Root	PM	Basic reading for adults and teens provides teacher's guide, students workbooks and readers at 10 levels. Designed for individuals who have little or no competence in basic adult reading. Placement tests included. Program assumes no basic reading skills at lowest level.	Middle grades to adult	Literacy Volunteers of America, Inc.
Record: Learning to Listen (Tracy Clinic)	AV	Scientifically designed for young children in early stages of language and speech development. Activity enlisting.	Pre-K. & Pri.	John Tracy Clinic
Sequence Pictures for Story Telling	PM	Interesting pictures, sequentially arranged, with an underlying story are designed to motivate student to express self. designed to broaden receptive and expressive language. Appropraite for modeling. Book format with spiral binding.	Elem.	Whitehaven Publishing Co.
Sequential Math	PM	Diagnostic tests and drill to remediate error formation. Very large print, very well sequenced.	3 - 10	Holt Rhinehart

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Sign Language for Everyone	PM	Uses total communication method of teaching basic manual communication. Developed by California State Department of Health as guide to most commonly used signs at home, work, & school. Manual easy to understand. Ideal for beginners. $12.95	All	Edmark Assoc.
Signs for All Seasons	PM G	Book of clever and exciting games using finger spelling, signs and gestures. Useful as teaching tools or games. Many games are reproducible. All contain complete directions and objectives. $12.95	All	Opportunities for Learning
The Signed English Dictionary	PM	Dictionary showing with clear drawings how to form approx. 2,200 sign words with majority from American Sign Language. Developed by Galludet College. Includes index of all sign words listed and illustrations of American Manual Alphabet.	Pre - through Elem.	Opportunities for Learning
Some Functional Applications of Basic Phonetic Principles. H. G. Kopp	PM	Pamphlet is designed for the teachers of speech correction of the deaf, specifically, and for hearing children generally.	Teachers	San Diego State University
Some Remediation Suggestions for Concepts of Boehm Test of Basic Concepts. Books I & II. Hazel Bright	PM	Written to Boehm Test Concepts. Plans include activities appropriate for intervention for each of 50 concepts tested. Has usefulness for language delay, hearing impaired, bilingual, culturally deprived, mentally retarded, educationally handicapped.	K-2 Norms	Redwood Publishing Co.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Sources: Career Assessment and Planning for Handicapped	PM	These centers collect and dispense information regarding work evaluation. Depending on the nature of your agency, you can be found eligible to receive, on loan, any of their materials free of cost.	Sec.	Department of Rehabilitation and Manpower Services
(Continued)				Center for Vocational and Technical Education
(Continued)				ERIC Document Reproduction Service
(Continued)		Request publications describing career education for handicapped adolescents and young adults: Career development center in Syosett, N.Y.; Mobile Van Program, Baltimore, Md.; Project Serve, St. Paul, Minn.; Project Worker, Fullerton, CA; "The Technical Vocational Program for Deaf Students"; and Vocational Village of Portland, Portland, Oregon.	Sec.	Council for Exceptional Children
Specific Skill Series Boning	PM	Manual and Student worksheets are designed to develop skill in recalling factual information. Adaptable for use with hearing impaired. Individualized approach to developing reading skills. Utilizes series of booklets.	Open- but at least 2nd grade readers good for Junior high and high school	Barnell Loft, Ltd.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Stern Blocks	K M	Manipulative concrete way for introducing number concepts and number facts.	K - 1	Houghton-Mifflen Co.
Straight Language for the Deaf. Fitzgerald	PM	Course of study deals with sequences and various phases of language development.	Elem. Jr.Hi. Hi.Sc.	Alexander Graham Bell Assoc. for Deaf, Inc.
Talk With Me	PM	Book compiled 400 specialized signs, games, receipes, activities and practical sentences designed for multi-handicapped deaf by California State Department of Health and 5 California State Hospitals. Book is valuable instructional aid. $14.95	All	Edmark Assoc.
Teaching Communication Skills to the Pre-school Hearing Impaired Child. Whitehurst	PM	A manual designed for the habilitation of young deaf children. May be used by therapist or parent. Prerequisite is hearing aid if recommended by evaluating center. Section I - Preliminary Auditory training. Section II Developing Speech, Language and Auditory Skills.	Pre-school through Pri. Grades	Alexander Graham Bell Assoc. for Deaf Inc.
Teaching Reading to the Deaf. Hart	PM	Outlines goals, activities, techniques, devices in curriculum guide for teaching reading to deaf from readiness through advanced levels.	Readiness to advanced	Alexander Graham Bell Assoc. for Deaf, Inc.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Teaching Reading to the Deaf. O'Neill	PM	Outline for setting educational goals and activities. Strategies, devices for achieving designated goals from readiness through advanced levels.	Elem. Jr.Hi. Hi.Sc.	Alexander Graham Bell Assoc. For Deaf, Inc.
TOE-HOLD Literacy Packet	PM AV	Developed for use in teaching communication skills to deaf adolescents and adults with significantly below average linguistic skills. Also provides structured program for below average students in multilevel classes. Makes use of rebus to build reading skills and enhance communication skills. Contains reachers manual and 7 consumable workbooks. $39.00	Open	Photo School Films and Co.
The Ungame	G	An exciting way to communicate to share feelings and interests in a non-competitive atmosphere. Insight, understanding and self exploration and awareness are achieved. Ungame consists of game board, playing pieces, 2 decks of cards: Tell what makes a family happy, what 4 things are most important in your life, what gives you goose bumps, etc. For 2 to 6 players.	All	B. L. Winch and Assoc.
Vocabulary Building Exercises for the Young Adult	PM	Designed to build useful, meaningful, vocabulary to achieve success in everyday living. Vocabulary selected from daily newspapers and weekly magazines. Three workbooks. Answer pages for exercises.	Jr.Hi. Hi.Sc.	Dormac, Inc.
Vocational Assessment Systems	PM	Request ED 10 6654, Act 1973, Vocational Assessment Systems: Programs Serving Special Needs.	Sec.	ERIC

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Wilson Expanded Syntax Program WESP	PM	1,000 numbered, cross-referenced pictures depicting variety of syntactic patterns with a Teacher's Manual designed to develop receptive and expressive oral syntactic ability in children.	K - 4	Educators Publishing Service, Inc.
What People Say Ordman and Ralle	PM	Nitchie School Basic Course in lip-reading. Designed to use everyday conversation to form habits of anticipating remarks that may be made in various stock situations.	Jr.Hi. Hi.Sc.	Alexander Graham Bell Assoc. For Deaf, Inc.
Word Wise	PM	A creative Language Arts Workbook for hearing handicapped secondary to adult students.	Sec. to Adult	Hart Publishing Company

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

*Source: See Appendix for vendor's address

SAMPLE RESOURCE MATERIALS:

Unpublished Instructional techniques & Materials

SAMPLE RESOURCE MATERIALS:

Unpublished Instructional Techniques and Materials

This collection contains unpublished instructional materials and techniques developed and tested by special education teachers/specialists. Readers are encouraged to add their own collections to the one begun here.

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SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academics, Language

Purpose:

Activities for non-readers

Materials:

As designated with each activity. Need to be adapted to mode of communication being taught or used.

Procedures:

Sequence and Retelling

1. Children listen to a story-record in listening center; return to seats; fold drawing paper in four parts; and draw story in four parts; and draw story in four-part sequence.
2. Children listen to you, or older child, or aide read story. You ask: "What happened first, second, etc.?"
3. Listen to story or record; retell into tape in sequence.
4. Look at book-pictures; tell story according to pictures into tape recorder; or tell to teacher or to older child to write down.
5. Tape a story. Ask questions where answers could be drawn at end.
6. Teacher reads story to group or child, asks: "What happened?", "Who in story," etc. for comprehension.
7. After children listen to you or tape, have them do related activities: clay, diorama, draw pictures, paint, chalk, puppet, etc.
8. Make pictures on ditto of familiar stories in the wrong order. Children then put them in right order. (Could read story and have ditto sheet of mixed order. Have the children make own story in mixed order for each other.
9. Cartoon strip of three frames (last frame left blank) - children to draw last picture to fit in. Possibly leave out any one of the frames so child must look ahead for order.
10. Cut up comic strips.
11. Have familiar song that children know; Thermofax different parts and have children illustrate. They can sing back to themselves so they remember what it says.
12. Illustrate what they did on the days of the week, e.g. "Sunday - went to church; Monday - went to school,'"'or could be used for years they lived: "At one I could crawl; at two I could walk," etc.
13. Have class or individual make a picture book of a trip, something that happened at school, a holiday that is coming up, school helper, what they will do on their vacations, etc.
14. Comic strip reports: Do book report with comic strip. Use a long strip of drawing paper - child draws boxes and fills with sequence scenes of story they heard. A better reader or teacher could write a short summary of story to go along with strip.

15. Use clouds to stimulate imagination. On a warm day take children outside. Let them decide what shapes they see. Then they can draw pictures to show what they saw in the clouds. You could let one child go out independently for this. More proficient children could write a story or poem to go with picture.

16. Make class book (e.g. our pets, our school, hobbies, San Diego, etc.) with pictures children get from magazines. Teacher or older tutor can write a short story for the book.

17. Likenesses and differences ditto - using groups of pictures, geometric shapes, etc.

18. Make a mural of a story they have heard or made up. Draw the pictures, then put them in a sequence. Fasten the pictures to a roll and retell the story to a class or individual child verbally. This could be class or individual movie (e.g. billy goat gruffs).

Area of Need:
Language, Social Adaptation, Self-help

Purpose:
To appropriately react to "signal" sounds.

Materials:

As noted with listed activities

Procedures:

Some activities are appropriate to upgrade for read, written and spoken language lessons.

1. The children sit quietly in the room listening for sounds. They identify clock ticking, car going by, steps in the hall, whistle, dog barking, car horns. The teacher may also say "I hear a sound in the hall. What is it?", "I hear the sound of the clock. Can you make that sound?"
   The teacher should encourage children in particularly good auditory perceptions such as awareness of differences in tempo, pitch, strength, or quality of sounds, i.e. fast or slow steps, different kinds of airplanes, cars and bells.

2. What meaning do these sounds have for you? Prerecorded sounds such as an alarm clock, fire bell, schedule bell, air-raid siren, car horn, church bell, door chime, etc. should be recognized. Pupils can discuss how behavior is affected by these signals.

3. Teacher and students listen to discuss and practice responding to various signal sounds such as fire bell, schedule bell, etc.

4. Teacher gives increasingly lengthy oral directions for pupils to repeat and follow; e.g. open the window, open the second window, from the top with your two hands.

5. Take listening walks around the school, on the playground, and in the neighborhood. Have children listen for as many sounds as they can hear and identify.

6. Listen to teacher prepared tape-recorded sounds within the range of the child's experience., i.e., telephone ringing, doorbell, electric mixer, vacuum cleaner, water running, toilet flushing, power lawn mower, electric razor, etc...
   Have child identify sound being made by selecting correct picture or illustration from a display.
   Have a child attempt to verbalize the name of the picture he identifies as the correct response for the tape recorded sound.

7. Teacher makes statements, children must name object which the statement relates to. i.e., I can cut grass, I am a . . . . ., I can cut paper, I am a pair of . . . . . , etc.

8. In playing game or marching, child learns to stop when whistle blows.

9. Child learns meaning of various sirens, bells, and whistles in environment.

10. Teacher and students listen to discuss, and practice responding to various signal sounds such as fire bell, schedule bell, etc..

Area of Need:
Academics, Language: Secondary

Purpose:
Build Vocabulary

Materials:
Prepared material below

Procedures:

1. morose	____ opposite
2. languid	____ unmindful, unaware, not knowing
3. insatiable	____ odd, weird
4. antithesis	____ gloomy, sullen
5. tantalize	____ to say or do again repeatedly
6. reiterate	____ extraordinary, unusual happening
7. coquette	____ tease, show something desirable, then take away
8. bizarre	____ weak, slow, dull, listless
9. phenomena	____ a girl or woman flirt
10. oblivious	____ cannot be satisfied

USING VOCABULARY

1. That movie had strange monsters. All the monsters were ____________________.
2. I have told you three times already, but I will ____________________ again.
3. She went up to all the boys and flirted with them. She was a real ____________________.
4. The chocolate pie with whipped cream was enough to ____________________ anyone on a diet.
5. In "Star Wars" Darth Vadar was the ____________________ of Luke Skywalker.

Source: Susan Succa
Teacher: Deaf and Hard of Hearing
Grossmont Union High School

Area of Need:
Academics and Language

Purpose:

Chart Stories (group): readers — To build reading skills for non-readers and beginning readers

Materials:

Chart holder, chart size paper, felt pen. Other materials as indicated with follow-up activities

Procedures:

1. Write story on chart with group. (Possibly every day.)
2. Immediate follow-up ideas:
   A. Have children draw story in 4 parts.
   B. Have children draw picture of favorite part.
   C. Have children copy favorite sentence and draw picture for it.
   D. Allow them to bring someone up outside of group and read to them.
   E. Choose individuals to read it to you.
   F. Tape children reading.
3. Later follow-up:
   A. Put chart stories all around room (possibly with pictures by them).
   B. Put story in Listening Center; children can listen to tape with it, or can read it into recorder.
   C. Make individual "books" of story on ditto. Have kids read over and draw pictures in them. (Can take home or leave in class.)
   D. Allow children to read these during free or independent time, or any time as reading material.

   (It is important that you emphasize the equality of these class-made "books" with regular books.)

Area of Need:
Language

Purpose:

To develop straight language: oral, read and written.

Materials:

(Oral task or written)

Procedures:

May be adapted to many teaching styles.

COMMANDS FOR PREPOSITIONS
(with a variety of verbs)

Helps for placement in the Key:
Where: denotes specific place or position.
How: denotes means or manner.
"With somebody" is placed under With -----:
For ----: in the fifth slate is called "the helping for".
To Whom ----?) are placed under Where ----?, denoting place.
At Whom ----?) See verb "to throw."

Where:

1. Bounce a ball on your desk.
Bounce it on my desk.
Bounce it on the table.
Bounce it in a basket.
Bounce it in the hall.
Bounce it behind me.

How: (manner)

2. Bow to Helen.
Bow to me.

How: (manner)

3. Brush your hair out of your eyes.

How: (manner)

4. Carry a newspaper on your head.
Carry a book on your head.
Carry a doll on your back.
Carry it on your shoulder.
Carry a flag on your shoulder.
Carry a doll on your hip.
Carry a flag in your hand.
Carry a doll in your arms.
Carry a ball in a basket.

How: (means) With something:

5. Cut some paper with a knife.

How: (means) with something:
6. Crack a nut with a hammer.
Crack a nut with a nut cracker.
Crack a nut with your hand.

With: ---: (with somebody)
7. Dance with a boy (girl).
Dance with another boy (girl).
Dance with your teacher.
Dance with me.
Dance in the hall. (Where:)
Dance around the room.

Where:
8. Draw a ball on the blackboard.
Draw a top on the paper.

Where:
9. Drop a crayon behind a chair.
Drop your pencil into a basket.

How: (manner)
10. Give a doll a ride on your foot.
Give it a ride on your back.
Give it a ride on your shoulder.

Where:
11. Hang your sweater on a doorknob.
Hang it on a chair.
Hang up your sweater. (double verb)

Where:
12. Hide behind the door.
Hide in the closet.
Hide a ball in the closet.
Hide a marble in your shoe.
Hide a pencil in your pocket.

How: (manner)
13. Hold an umbrella over me.
Hold it over you.
Hold it over a boy.
Hold it over a girl.
Hold it over a boy and me.
Hold a parosol over me.
Hold it over you and me.
Hold a doll in your arms.
Hold it on your knee.
Hold it on your lap.

Where:
14. Hop to the door.
Hop to the closet.
Hop to your desk.

Where:
15. Jump off your chair.
Jump off your book.
Jump off my chair.
Jump over a pencil.
Jump over a book.
Jump in the hall.

Where:
16. Kneel on my chair.
Kneel by my chair.
Kneel behind my chair.
Kneel near my chair.
Kneel by your bed.
Kneel on a rug.
Kneel on your chair.

Where:
17. Lay a doll on the floor.
Lay it on your desk.
Lay it on my desk.
Lay it on your lap.
Lay it on my lap.
Lay it on a cradle.
Lay a doll in bed.

Where:
18. Look in a box.
Look in the closet.
Look in the hall.
Look under my desk.
Look out of the window.
Look out of the door.
Look behind the door.
Look behind the desk.
Look around the room.
Look under your desk.
Look in a book.

Double verb
19. Look at your teacher.
Look at the flowers.
Look at me.
Look at your paper.
Look at the blackboard.

Double Verb Where:
20. Look for a top in a basket.
Look for a top in a bag.
Look for my blue pencil in the desk.

Where:
21. Put a top behind the door.
Put another top behind a desk.
Put a box behind me.
Put the ball behind the basket.
Put some books on a shelf.

Double Verb
22. Put away your book.
Put away the papers.
Put away the pencils.

How: (manner)
23. Rock a doll in your arms.
Rock it in the cradle.

Where:
24. Roll a hoop around the room.
Roll it in the hall.
Roll a ball under the table.
Roll it under your chair.
Roll it under two chairs.
Roll it under my desk.
Roll it under your desk.

Where:
25. Run around the room.
Run in the hall.

Where:
26. Shake the dust cloth out of a window.

Where:
27. Sit by me.
Sit by a radiator.
Sit in a corner.
Sit in a chair.
Sit on a table.
Sit on the floor.

With --: (with somebody)
28. Skip with your teacher.
Skip with two children.
Skip with a boy.
Skip with a girl.
Skip with me.
Skip around the room. (Where:)
Skip to the door.

Where:
29. Spin a top in --------.
Spin it in--------.
Spin it on --------.
Spin it under --------.
Spin it behind --------.

Where:
30. Stand behind-------.
Stand behind a door.
Stand behind my desk.
Stand behind me.
Stand behind your desk.
Stand by me.
Stand in a corner.
Stand in the hall.
Stand in the basket.
Stand in front of me.
Stand on my desk.
Stand on your chair.
Stand on a table.

Where:
31. Step over the box.
Step over a pail.

Where:
32. Take a brush out of the box.
Take some candy out of the box.

Where:
33. Throw a ball at a boy.
Throw it at a girl.
Throw it at me.
Throw a ball out the door.
Throw it to a girl.
Throw it to me.
Throw a ball to a boy.
Throw some paper into the box.

Where:
34. Tie a string around my arm.
Tie a string around my wrist.

With---: (with somebody)
35. Walk with -----.
Walk behind -----.
Walk around -----.
Walk in the -----.
Walk between -----.
Walk beside -----.

Where:
36. Wave a flag out -----.
Wave a flag over -----.

Where:
37. Write your name on a paper.

How: (with something)
38. Write with a yellow crayon.
Write with a pencil.

Area of Need:
Academics, Language

Purpose:
Comprehension activities

Materials:
Adapt materials and activities to mode of communication and degree of usable hearing.

Procedures:

1. Read a lot of stories to your children; begin one that you will read in sequence each day; read many short ones. After reading to them, one of the following activities can be done:

   Have the children:

   1. Fond drawing paper in 4 parts and draw story in sequence.
   2. Draw a picture of favorite part.
   3. Draw a picture of favorite person or animal (explain this is called "character").

   Have older children:

   4. Retell the story in their own words.
   5. Describe their favorite character (person or animal).
   6. Tell why they liked the story.

2. With a small group begin an oral story. Each child in the group continues it. (You will probably have to bring it to a satisfying ending.)

   Possible follow-up:

   1. Tape story and let children listen later.
   2. Write on chart paper and have group or individuals read to you later.
   3. When children return to seats have them draw a picture for the story.
   4. For older children, have them write own story with similar theme.

3. Tell the children to select a book but not to read it! They are to look only at the pictures and (if non-readers) write what happened in the story, or (if capable readers) write what happened in the stories.

4. Tell a story using the Flannelboard. To check comprehension, you can:

   1. Ask the group or one individual to retell the story in their own words.
   2. Have the group retell the story as you move the flannelboard characters.
   3. Have one individual retell the story and move the flannelboard characters himself.
   4. Let one or two children work with the flannelboard story by themselves. (This can be used as an effective Interest Center for younger children.)
   5. Have the group or individual retell the flannelboard story to the class.

5. Using Story Records and Story Cassettes:

   1. Assign listening to the story to a small group or individual
   2. Follow-up ideas:

      A. Draw the story in 4 parts.
      B. Draw their favorite part or favorite character (person or animal).

C. Be ready to tell orally what happened (individually or as group).
D. Make paper bag puppet of character in story (possibly put on puppet show with other members of group).

Area of Need:
Academics, Language, Social Adaptation

Purpose:
To develop discussion skills.

Materials:

Tape recorder

Procedures:

(1) Take walk. List Where - When - How items. On return, tape record informal discussion about the walk. Follow by written language assignment.

(2) Story about a problem. Pictures are displayed with a problem situation. For example: a boy "freezes" on the diving board, a girl walking her bike along the road, a person caught between two fast moving lanes of traffic, etc. Pupils should use experience and imagination to provide a story about the pictures. Pupils can also relate similar predicaments.

DRIVER'S VOCABULARY

ALL CARS (TRUCKS). STOP
AMBULANCE
ASK ATTENDANT FOR KEY

BEWARE OF CROSSWINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLE ONLY
END FREEWAY
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLASH FLOOD AREA
FLOODED
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION
INTERSTATE

JUNCTION

KEEP TO THE LEFT

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON ARROW ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOOK
LOOK OUR FOR THE CARS (TRUCKS)

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO LEFT TURN
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURNS
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS HERE
PED XING
PLAYGROUND
PROCEED AT OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RALIROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ½ MILE (¼)
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WAIT - DON'T WALK
WALK
WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WINDING ROAD
WRONG WAY _ DO NOT ENTER
YIELD
YIELD RIGHT OF WAY

Adapted from: Corlett T. Wilson,
"An Essential Vocabulary"

ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARD OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE
  TUNNEL
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT STAND
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN
  FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FIRE ESCAPE
FIRST AID
FLAMMABLE
FOUND
FIRE EXTINGUISHER
FRAGILE

FIRE EXTINGUISHER
FRAGILE

GASOLINE
GATE ONE
GENTLEMEN
GO

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES
LIFE GUARD ON DUTY

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO FISHING
NO HUNTING
NO LOITERING
NO MINORS
NO SMOKING
NO SWIMMING
NO TRESPASSING
NOT FOR INTERNAL USE.
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATEION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SMOKING PROHIBITED
STEP DOWN (UP)
STOP

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR

VIOLATORS WILL BE
  PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

Adapted from: Corlett T. Wilson,
"An Essential Vocabulary"

Area of Need:
Language

Purpose:

Games to develop language skills

Materials:

As listed

Procedures:
(as indicated)

1. Good Morning or Good Afternoon

A small group of children stand in a semi-circle in front of the class. The teacher turns to the first child and says, "Good morning, Pedro. You have a blue shirt on today."

Pedro greets the teacher and then turns and greets the child next to him describing some different thing, i.e. you have brown shoes, a big smile, a new haircut, etc. This procedure is followed until every child in the semi-circle has had an opportunity to greet the child next to him.

2. The Gift Box

The teacher shows the children an attractive box which contains "surprises" for all of them. The children close their eyes and the teacher distributes the "surprises" among them.

The children examine what has been given them and each has a chance to tell the class what he has. For example:

This is chalk.
It is white.
We write on the blackboard with it.

Objects that may be used: ball, button, thimble, eraser, glove, key, pen, pencil, penny, ring, ruler, ribbon, book.

3. Do It

A leader is chosen to stand in front of the room. The children are instructed to do as the leader says....such as, "Linda walk," "George stand up." "William, sit down," "Jump five times," "Touch your toes," "Put your hands on your head," ....but not to follow his instructions when he says "run".

4. Where Is It?

A child is chosen to leave the room. Another child becomes "It" and hides an object (penny or button) somewhere in the room. The first child returns to the room ans asks -

"Is it under the table?"	"Is it behind the door?"
"Is it on the desk?"	"Is it on Juan's desk?"

The child who is "It" answers in a whole sentence: No, it is not in the drawer," etc.

Two other children are chosen and the game continues.

5. Who Has It?

Distribute oak tag cards on which pictures have been mounted. Teacher asks: "Who has picture of a hat?" The child with that picture comes to the front of the room, holds the picture before the group and says:

"This is a picture of a hat." "It is a man's hat." "The hat is black."

6. What I Remember

After a walk in the neighborhood, a ferry ride or a trip to the park, the teacher may say: "Let's see how many things we can name that we saw on our walk (or trip)." First child: "We went to the zoo and we saw an elephant and a lion." Second child: "We went to the zoo and we saw an elephant and a lion." Third child: Repeats above and adds another animal (or fact, or object) and so on.

7. What Should I Do?

Child chosen as "It" walks around the room and stops at a child's seat and says, "I am tired, what should I do?"
Child answers: "You should sit down."
Other questions might be:

"I am hungry, what should I do?" "I'm thirsty, what should I do?"
or - sleepy, cold, happy, sick, warm.

8. Button, Button

One child who is "It" leaves the room. The teacher gives a button to some member of the class and then recalls the child who is out of the room.

The teacher says:	"Can you guess who has the button?"
The child answers:	"I think Rosa has it."
Rosa answers:	"I haven't any buttons."

Child who is "It has three chances. Game continues with other children.

9. What Do I Have?

Same principle as game above, except that there are five children at the front of the room. Teacher gives each child a different article (penny, pen, button, marble, etc.) which he holds in his hand behind his back. Children in seats try to guess what each child is holding.

10. What Did You See?

Teacher prepares a tray of small objects - pen, eraser, pencil, chalk, penny, button, top, crayon, tack, nail - and covers the objects with large cloth or sheet of paper. Teacher removes the cover for a few seconds while children look at objects. She replaces the cover and says:

> "Who can tell me one thing he saw?"
> Child answers: "I saw a penny."

11. What Did I Take Away?

Set-up is same as for game above except that after children have looked at the objects, the teacher removes one of the objects, and then displays those that remain.

She says:	"Who can tell me what I took away?"
Child answers:	"You took away the pen."

As the game continues, the teacher may remove tow or three objects at a time.

12. What Did You Hear?

Teacher has a bag in which are objects used to produce sounds...a little ball, a whistle, a small car, a top that hims, a doll that squeaks, two blocks, paper or cloth to tear, castanets.

Child who is "It" stands at back of room with his back to the class. Another child comes to the front of the room and makes a sound with one of the objects from the bag. The first child says:

> "I heard a ball bouncing."
> "I heard a top spinning."
> "I heard a bell ringing."

13. Whisper Game

The teacher calls on a pupil and whispers an action phrase to him. The child performs the action and someone is called on to tell what he did. The child who accuately describes the act performed remains at the front of the room and the teacher whispers the next action phrase to him. Action phrases that may be used:

Jump ten times
Erase the blackboard
Walk to the back of the room
Sing a song
Whistle a tune
Tear a paper in half
Sharpen your pencil

14. Come and Find It

On the blackboard ledge, the teacher arranges 15 or 20 cards with pictures of objects on them. The teacher then says:

> "Jose come up and find all the pictures of animals."

Jose comes up and says as he points to the pictures:

"This is a lion."
"This is a monkey."

Other categories may be:

Things to eat	Things in our home
Things with wheels	Things we use when we write a letter

15. What Do I have in My Hand?

Teacher has many small objects on the table. Child is blindfolded, picks up object, feels it and then names it. He may say:

"This is a pencil."

Other objects to use: Pair of scissors, ball, pen, bottle of ink, ruler, penny, button, marble, eraser, ring, key, eyeglasses, book.

16. Touch Game

Teacher using a pointer, says: "I touch the floor."

Then she hands the pointer to a child who says the same as the teacher and adds another object. "I touch the floor and the chair."

The next child says these two and adds a third object.

17. Who Has It?

The teacher distributes pictures of fruit, toys, animals, furniture to a number of children. Then she says:

"Who has a fruit that is read and round?"
"Who has a fruit that is round and orange?"
"Who has a toy that can spin?"

Child who has correct card stands and says:

"I have the apple." And so on.

18. I See Someone

Teacher stands in front of the room and says:

"I see someone with a blue tie."

Child answers: "Pedro has a blue tie."

Other descriptive phrases: A girl with blue socks
A boy with a white shirt

Area of Need:
Academics, Language

Purpose:
BOOKS BY US: To motivate and build pre reading skills; to promote receptive and expressive language skills.

Materials:

White paper, Crayons, 1 felt pen, stapler

Procedures:

Discuss first the idea that writing is nothing more than communication written down.

1. Read to small group a book about animals (adapt mode of communication to receptive language of group.)
2. Tell them that they are going to make OUR ANIMAL BOOK.
3. Have each child draw a picture of an animal and be prepared to "tell us".
4. Have each child dictate caption for picture.
5. Put together in book form.
6. Do many books like this and keep on table - BOOKS BY US (Allow children to read during free or independent time)
7. Use these books also for follow-up activities.

Area of Need:
Pre-vocational/vocational skills

Purpose:

To lead pupils to draw conclusions about career and identify that career.

Materials:

Procedures:

The teacher distributes slips of paper on which careers are written. Pupils are given a brief opportunity to recall what is involved in various jobs. Pupils then tell their duties and may act out the career as well. Careers that may be considered are the following: barber, doctor, clerk, farmer, painter, truck driver, typist, carpenter, swimming instructor, mechanics, etc.

After oral/pantomine career information may become a written language assignment involving outlining of qualitications, job requirements, etc. Has many possibilities for further discussion and research/writing.

Area of Need:
Academics, Language: Secondary

Purpose:
Improve English grammar skills

Materials:
Materials below

Procedures:

Look at numbers 1 to 24. Are the word(s) subjects, predicates, or both?

1. These coins
2. was melting
3. happiness
4. frogs croaked
5. collapsed
6. the attempt
7. applications
8. bees sting
9. had been reported
10. their relatives
11. shook
12. appearances deceive
13. has left
14. my collection
15. could have been repaired
16. hid
17. complaints
18. the ball bounced
19. a schedule
20. money helps
21. were traveling
22. had been organized
23. love ennobles
24. may weaken

On another piece of paper, use the words or phrases above in a sentence. You will have 24 sentences in all.

Read the sentences. Are the underlined words or phrases used as a noun or as a verb.

1. Sound travels.
2. We talked until midnight.
3. Help me.
4. You are joking.
5. The girl was crying.
6. Her cry could be heard for miles.
7. He shouted at me.
8. The dog walks.
9. His walks have stopped.
10. Rain fell.
11. It rained.
12. The boy slept.
13. Sleep is great when you are tired.
14. The man hammered the board.
15. The man dropped the hammer.
16. The children waved.
17. The waves were big.
18. The whistle was loud.
19. Tom whistled.
20. The wheels turned.

Source: Susan Succa
Teacher Deaf and Hard of Hearing
Grossmont Union High School

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academics, Language: Secondary

Purpose:
Improve English Vocabulary

Materials:
Prepared materials below

Procedures:

1.	weep	_____ punishment
2.	penalty	_____ a worker or salesperson in a store
3.	whole	_____ if, either
4.	clerk	_____ smell, fragrance
5.	whether	_____ damage, throw away
6.	waste	_____ job
7.	scent	_____ long feeler, or a TV aerial
8.	antenna	_____ cry
9.	occupation	_____ find fault
10.	complain	_____ all, complete

FILL IN THE WORDS

1. The ____________________ for murder was the electric chair.
2. The ________ at the store made a mistake.
3. The woman was so sad I thought she would _____________.
4. My T.V. ________________ is broken.
5. The boy ate the _________________ pie.
6. My uncle's _________________ is being principal of a high school.
7. I don't know _____________ to order this dress, or these shoes.
8. Mom told me not to ____________ my time goofing off in school.
9. I heard Raymond ________________ about his homework.
10. A rose has a lovely _____________________.

Source: Susan Succa, Teacher: Deaf and Hard of Hearing, Grossmont Union High

Area of Need:
Academics, Language: secondary

Purpose:

Improve Grammar Usage

Materials:
See prepared materials below

Procedures:

1. A______________is a person, place, thing, or idea.
2. A______________ ______________ is always capitalized.
3. "New York City" is a ______________ ______________.
4. The word "cat" is a ______________ ______________.
5. ______________ ______________ are not capitlaized unless they are the the first word in a sentence.

6 - 10 Here are some proper nouns. List the common nouns for them.

6. Mississippi River 6.
7. El Cajon 7.
8. Happy Days 8.
9. Granite Hills High School 9.
10. Anthony 10.

11 - 15 Here are some common nouns. List proper nouns.

11. book 11.
12. movie 12.
13. state 13.
14. country 14.
15. actress 15.

Circle the nouns that should be capitalized.

16. The boy saw tammy at a store in san diego.
17. The president of the united states visited china.
18. george washington crossed the delaware river.
19. spring is beautiful.
20. farrah fawcett quit charlie's angels. she is married to lee magors.

Circle the Nouns (Not Pronouns)

21. The rabbit ran under the fence because the farmer was chasing him with a shovel.
22. When a horse is born, it is called a foal. If the foal is male, it is called a colt. If the foal is female, it is called a filly.
23. Many people believe in flying saucers. Do you think there is life on the moon?
24. My homework kept me busy all day Saturday and part of Sunday.
25. There is a new girl on "Charlies Angels", and on another program, Fonzie went to Hollywood.

Source: Susan Succa
Teacher: Deaf and Hard of Hearing
Grossmont Union High School

Area of Need:
Academics, Language: Secondary

Purpose:
Improve Vocabulary and idiomatic language skills

Materials:

See Below

Procedures:
Read the sentences. Find the sentence that means the same thing.
You may use the dictionary.

1. He made a derogatory remark.
    a. He gave a compliment.
    b. He said something that was not nice.
    c. He used a legend to support the facts.

2. She had a lot of compassion for the poor.
    a. She felt sorry and wanted to help.
    b. She was rich and gave away food.
    c. She made her presence known.

3. We were guilty of dissent.
    a. We broke the window and were arrested.
    b. We divided the money.
    c. We disagreed with the majority.

4. It was a matter of expediency.
    a. It regarded the parcel with disinterest.
    b. It was not urgent.
    c. It was urgent.

5. Can you feel a ghostly presence here?
    a. Can you feel like there is a ghost in the room.
    b. Are those Halloween gifts for me?
    c. Is your condition laudable?

6. His remark did not offend me.
    a. I like what he does for a living.
    b. What he said doesn't bother me.
    c. He ate lunch at the counter.

7. You have a remote chance of getting all A's.
    a. You have a slight chance.
    b. You have a good chance.
    c. You have no chance.

8. Is that tree native to America.
    a. Does it grow outside America?
    b. Does it bear fruit?
    c. Does it grow only in America?

9. Don't act so belligerent.
   a. You are polite.
   b. You are in a nasty mood.
   c. You are loquacious.

10. The woman was indignant.
   a. She was sighing to herself.
   b. She was happy and smiling.
   c. She was angry about something.

11. He is a worthy adversary on the tennis courts.
   a. He is a worthy teammate.
   b. He is a worthy opponent.
   c. He is not a good tennis player.

Source: Susan Succa
Teacher: Deaf and Hard of Hearing
Grossmont Union High School

Area of Need:
Academics, Language: Secondary

Purpose:

Improve vocabulary skills through sectence completion.

Materials:

See below

Procedures:

WORDS TO CHOOSE:

Silhouette
blister
schedule
smorgasbord
lethal
senile
enamored
ravage

cross
agriculture
incubator
flourish
pachyderm
miracle
dynasty

grimace
jovial
obsolete
dilemma
elusive
soliloquy
mutant

1. A rhinoceros, as well as an elephant, is considered a ____________________.
2. I could not catch the butterfly: he was ____________________.
3. The baby was pre-mature so the doctors put the baby in an ____________________.
4. The shadow of the two people cast a ____________________ on the windowshade .
5. The nurse must have had a bad day because she was ________________ with all.
6. The man was cured of leukemia; it was a ____________________.
7. He took off his hat with a ____________________.
8. The poison was ____________________.
9. My finger is beginning to ____________________.
10. I waited for the bus, but it never arrived. Maybe I read the bus ____________________ wrong.
11. The plants were growing and healthy. They were ____________________ ing.
12. Last Saturday, we ate at a ____________________.
13. The old lady was ______________; she thought the TV monster was real.
14. The boy wanted to study livestock and soils at a college that specialized in ____________________ and animal husbandry.
15. The people were so happy. Everyone was in a __________________ mood.
16. Wooden warships are ____________________.

17. He made a ____________________ when the doctors set his leg.

18. She had to make a choice: to save her drowning father, or to save her drowning brother. It was a __________________ no one would want to face.

19. The character, Hamlet, recited a _______________ during the play.

20. The forest fire ______________d many miles of the country.

21. Years after the atomic bomb exploded, many scientists found that some flowers were of a strange color. The new flowers were of a _______________ variety.

22. The ______________ king wanted to marry the princess.

23. The Tudors were rulers of England, while the Bourbon ____________________ ruled France for more than 200 years.

Source: Susan Succa
Teacher: Deaf and Hard of Hearing
Grossmont Union High School

Area of Need:
Language

Purpose:
To improve accuracy of listening with hard of hearing.

Materials:
Tape recorder

Procedures:
Using tape recorder teacher relates and records story, news item, etc. Child relates same event to second child. The recording of the story continues for several pupils and then is replayed. The original story's playback should reveal to students their omissions and substitutions.

This activity for older students can involve the writing of the story either as a group or on an indiv-dual basis for written language experiences.

Area of Need: Academics and Language	
Purpose: To improve receptive skills, to provide training in memory skills and to use writing skills effeciently.	
Materials: Paper, pencil for children. Possible use of overhead projector for teacher's use.	
Procedures: Have students listen to a brief announcement. Pupils take notes as accurately as possible and compare with the written statement.	

Area of Need:
Academics and Language

Purpose:

To improve listening and attending skills, thereby improving skill in making judgments.

Materials:

Tape recorder.

Procedures:

Faulty concepts. Pupils take part in a playlet; then the group discusses faulty thinking. If conversation is taped, it can be replayed to check original statements or to compare arguments with conclusions. For example, one pupil might say, "John is a bad boy." Another would say, "Why do you think that?" The first would answer, "He said a bad word on the bus, and he was chosen first for Biff's team in gym yesterday." The group will decide if one bad expression and a single association make him a "bad" boy. A pupil could summarize group decision orally or group could summarize as a written language lesson.

Area of Need: Academics and Language	
Purpose: To improve attention and to make mind more receptive to ideas and unfamiliar materials.	
Materials: Paper, pencils	
Procedures: Have student prepare a listening test to give to the class immediately after he gives an oral report. Check the test results. If listeners have trouble recalling items, explore the reason: does the fault lie with the speaker, listener, or questions asked. This activity may be adapted to all age levels and from simple to complex levels.	

Area of Need:
Academic, Psychomotor

Purpose:
Improve Visual Memory Skills through: Missing parts - Visual Memory

Materials:

Procedures:

1. Determine from the Durrell Visual Memory test, how many words the child can sequence.
2. Prepare flash cards using words of appropriate length and a student response ditto with missing letters (See sample below)
3. The word cards are shown to the child for 3-5 seconds, he looks, then fills in the missing parts of the word.

plain

soldier

magnify

structure

solitude

midnight

polygon

freckle

flight

clock

squeal

thrust

Student's Ditto

1. __ __ain
2. __ __ock
3. sold__ __ __
4. __ __eckle
5. po__ __gon
6. ma__ __ __fy
7. fl__ __ __ __
8. st__ __ __ture
9. __ __ __eal
10. so__ __tude
11. mi__ __ __ght
12. __ __ __ ust

Area of Need:
Academics, Language: Secondary

Purpose:

Pre-test: Written English skills

Materials:

Pre-test below

Procedures:

THESE WORDS ARE MISSPELLED. SPELL THEM CORRECTLY.

1. sumer ____________________
2. beaotiful ____________________
3. furnitur ____________________
4. allways ____________________
5. vally ____________________

CIRCLE THE CORRECT VERB.

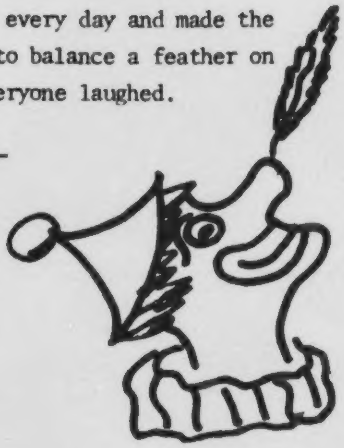
1. I $\substack{\text{was}\\\text{were}}$ going to the store.
2. He $\substack{\text{have}\\\text{has}}$ my math book.
3. Did you $\substack{\text{saw}\\\text{see}}$ the movie, "Jaws"?
4. We $\substack{\text{play}\\\text{plays}}$ baseball every day.
5. They $\substack{\text{am}\\\text{are}}$ coming to visit us.

CIRCLE THE SUBJECT.

1. John was late today.
2. It was good!
3. The boys and girls went to the mountains.
4. Texas is a big state.
5. Cindy and Carol are going swimming.

READ THE STORY. ANSWER THE QUESTIONS.

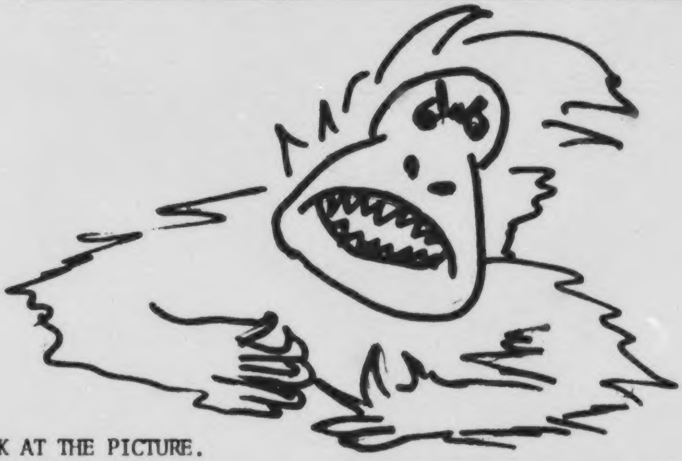
A clown named Bonzo worked in the circus. He worked every day and made the people laugh. His best and most favorite trick was to balance a feather on the tip of his nose. Bonzo was very pleased when everyone laughed.



1. WHO IS THE MAIN CHARACTER?______________________

2. WHAT IS THE STORY ABOUT?______________________
____
____
____.

3. WHAT WAS THE CLOWN'S BEST TRICK?
____
____
____.



LOOK AT THE PICTURE.
The gorilla looks very angry. Write a few sentences telling about the gorilla and why he is angry.

____
____
____
____
____
____

CIRCLE THE PRONOUNS:

it
river
Texas
he
eagles
people

I
girl
Cindy
they
dog
bush

she
Granite Hills
we
Tom
you
Robert Redford

CIRCLE THE CORRECT VERB.

1. I was were going to the store.
2. He have has my math book.
3. Did you see saw the movie?
4. We play plays baseball everyday.
5. They are am coming to visit us.
6. The boys and girls is are late.
7. They runs run to the bus.
8. She wants want to be a nurse.
9. You am are a good student.
10. We is are waiting for the bus.

CIRCLE THE SUBJECT.

1. Tom was late today.
2. It was good!
3. The ice cream was cold.
4. The boys and girls went to the mountains.
5. Cindy and Carol will go swimming.

READ THE STORY AND ANSWER THE QUESTIONS.

Tom had a red ball. He threw the ball. Tom's dog ran and caught it. "Good dog, Wolfie," Tom said.

1. WHAT DID TOM HAVE?____
2. WHAT IS WOLFIE?____
3. WHAT DID TOM SAY?____
4. WHAT COLOR WAS THE BALL?______________________________________
5. WHO THREW THE BALL?____

CIRCLE THE CORRECT VERB.

1. I are am a student.
2. You are is a good worker.
3. He am is leaving today.
4. She want wants to be a nurse.
5. We plays play baseball.
6. They ran runs to the bus.
7. The boys and girls is are late.

THESE SENTENCES ARE WRONG. RE-WRITE THEM.

example: pretty is the girl.
The girl is pretty.

1. is the pumpkin orange .

____

2. the dog sleeping is .

____

3. have i a book .

____

4. went to San Francisco Vadja .

____

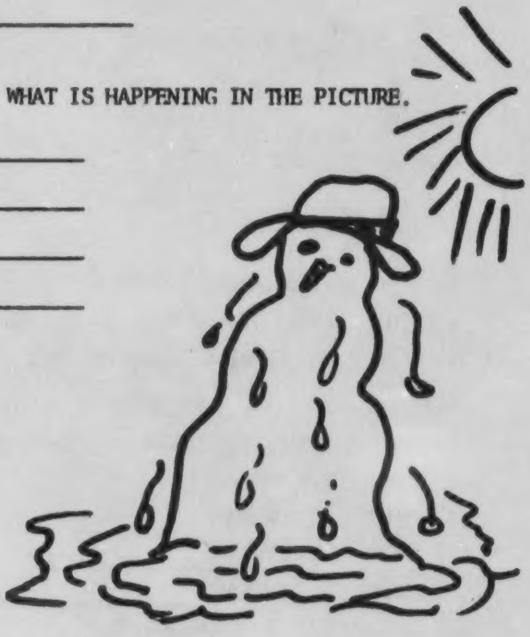
OH, NO!!! WRITE A SENTENCE AND TELL ME WHAT IS HAPPENING IN THE PICTURE.

____

____

____

____



READ THE STORY. ANSWER THE QUESTIONS.

Tom is a boy. Wolfie is his dog. Tom threw a red ball. Wolfie got the ball. Wolfie gave the ball to Tom.

1. WHO THREW THE BALL? ______________________________
2. WHO GOT THE BALL? ______________________________
3. WHO IS TOM? ______________________________
4. WHAT IS WOLFIE? ______________________________
5. WHAT COLOR WAS THE BALL? ______________________________

ENGLISH PRETEST

Name: ______________________________ Date: ______________

1. A common noun is ______ a person, place, thing or idea.

2. A proper noun is ______ a particular person, place, or thing.

3. A common proper noun always has its first letter capitalized.

LIST 5 COMMON NOUNS.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

LIST 5 PROPER NOUNS.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

RE-WRITE THESE SENTENCES USING CORRECT CAPITALIZATION.

1. he saw a girl.

   ____

2. the mississippi river flooded last summer.

   ____

3. if the president visits china, he will learn many things.

   ____

4. i saw mr. table at the concert.

   ____

5. charles finney wrote an interesting short story.

   ____

Source: Susan Succa
Teacher Deaf and Hard of Hearing
Grossmont Union High School

Area of Need:
Academics, Language, and Social Adaptation

Purpose:

To recognize emotion of the speaker through his pitch, stress, mannerisms.

Materials:

Procedures:

(1) Use choral speaking to help pupils hear (and feel) inflection, pitch, stress, pause, rhythm and tone.

(2) Interpretation of a story or poem. After reading a poem of 4 to 6 lines, teacher asks:

  (a) What is story (poem) about? (theme)
  (b) Can you describe --- (place, time, objects, etc.)?
  (c) What is there about this poem that makes it enjoyable? (rhythm, word choices, word pictures, repetitions, etc.)
  (d) What is the mood of poem?

(3) Help pupils to recognize some words have pleasant or unpleasant connotations. See if they can suggest examples of both kinds and discover the cause for the connotations. Make pupils aware of name-calling words. As a practice, have pupil list words that stimulate patriotism or those which would arouse school spirit.

(4) Game in which teacher names emotion and pupils show by expression. List these words for reference and written language lessons.

SCALE OF HEARING IMPAIRMENT

*Average of hearing levels for 500, 1000 and 2000 Hz.

Hearing level dB* average 1964 ISO Reference	Descriptive Term
10 to 26 dB	Normal limits
27 to 40 dB	Mild
41 to 55 dB	Moderate
56 to 70 dB	Moderately severe
71 to 90 dB	Severe
91 plus	Profound
27 to 40 dB	Has difficulty hearing faint or distant speech
40 to 55 dB	Understands conversational speech at a distance of 3-5 feet.
55 to 70 dB	Conversation must be loud to be understood, and there is great difficulty in group and classroom discussion.
70 to 90 dB	May hear a loud voice about one foot from the ear, may identify environmental noises, may distinguish vowels but not consonants.
more than 90 dB	May hear some loud sounds, does not rely on hearing as primary channel for communication.

Area of Need:
Language and Academics

Purpose:
Sequence Activities

Materials:
As indicated in each activity

Procedures:

1. Draw cartoon story in sequence; cut up and have children put in an order "that makes sense to them."
2. Write a brief sequential story. Divide into individual sentences and put each on a sentence strip. Have a small group put the story "in order." Make more stories and let more capable children do them on their own.
3. Continuing Story (written): For more capable students try a continuing story where each child writes part of a story and passes on to another to write more when you give signal. Last child can draw a picture for the story.
4. Continuing Picture: Similar to above, but each child adds new detail to picture, or have paper folded into 4 parts and each child draws in one square in logical sequence.
5. Use comic strip with pictures in sequence, and conversation blocked out. Have children write dialogue between characters in an order "that makes sense." (That also encourages the children to use pictures in working on sequence.)
6. Write a sequential paragraph of approximately 3-6 sentences. Mix up, type on ditto, and instruct children to unscramble sentences and put in a sensible order.

   Example: John ate the apple.
   John picked an apple from a tree.
   John threw the apple core away.

   Have more capable children write scrambled sentences of their own, and give to their classmates to unscramble.
7. Tell a story or use the flannelboard. Tell the children beforehand to pay special attention to the sequence of events in the story. Retell the story with one event out of sequence. Pretend it's a game to see if the children can catch "your mistake." Increase number of events out of sequence as children grow more proficient.
8. Discuss the fact that many things in life happen in a certain order. Use examples of seasons, months, numbers etc. Have the children come up with their own examples, and list them. Play games by saying or writing the examples with a few parts out of sequence and let children correct.
9. Set up an Interest Center with "Picture Sequence Cards" where the children can work on their own. (Cards are available commercially, and/or available in Resource Center.)

Area of Need:
Academics, Language

Purpose:

To master indirect discourse.

Materials:

(For written tasks)

Procedures:

Follow illustrations for teaching indirect discourse are described.

Deaf children never master indirect discourse unless it is very carefully taught and them used in everyday speech until it becomes automatic. The following rules and illustrations help clarify the different usages.

1. Commands
   Commands begin with a verb, which deaf children recognize by the symbol__________.

   Commands are changed to "told - to" in indirect discourse.

   Illustrations:
   Miss Brown said to Billy, "Shut the door."
   Miss Brown told Billy to shut the door.
   Miss Pugh said to Marcia, "Wash your hands."
   Miss Pugh told Marcia to wash her hands.
   Miss DeVoe said to Mardell, "Put on your boots."
   Miss DeVoe told Mardell to put on her boots.
   Mrs. Nowland said to Carol, "Take this note to your mother."
   Mrs. Nowland told Carol to take that note to her mother.
   Miss Mary said to Billy, "Pass the paper."
   Miss Mary told Billy to pass the paper.
   Mrs. Clark said to Pat, "Try again tomorrow."
   Mrs. Clark told Pat to try again the next day.
   Mrs. Andy said to Diana, "Do your work now."
   Mrs. Andy told Diana to do her work then.

Negative commands begin with "DO NOT ---" followed by the main verb. They are changed to "told --- not to____" in indirect discourse.

Examples:
Miss Brown said to Rosemary, "Do not fall."
Miss Brown told Rosemary not to fall.
Mrs. Andy said to Dale, "Do not cry."
Mrs. Andy told Dale not to cry.
Miss DeVoe said to James, "Do not tear your paper."
Miss DeVoe told James not to tear his paper.
Mrs. Clark said to Joan, "Do not make a noise."
Mrs. Clark told Joan not to make a noise.

2. Questions that begin with auxiliary verbs are changed to "----asked ---- if---" in indirect discourse.

Do-------------?)
Does-----------?)
Did------------?)
Is-------------?)
Are------------?)
Was------------?)
Were-----------?)
Will-----------?)
Shall----------?)
May------------?)
Can------------?)
Have-----------?)
Has------------?)

Examples:
Miss Brown said to Gary, "Can you fly?"
Miss Brown asked Gary if he could fly.

NOTE: All verbs are changed to the past tense. Can is changed to could; will is changed to would; and may is changed to might, in indirect discourse.

Miss Mary said to Freddie, "Do you have a dog at home?"
Miss Mary asked Freddie if he had a dog at home.
Miss DeVoe said to Sandra, "Does a bird eat worms?"
Miss DeVoe asked Sandra if a bird ate worms.
Mrs. Clark said to Susan, "Are you sick?"
Mrs. Clark asked Susan if she was sick.
Mrs. Andy said to Gary, "Did you fall?"
Mrs. Andy asked Gary if he fell.
Mrs. Pugh said to Allen, "Will your mother come at 2:30 today?"
Mrs. Pugh asked Allen if his mother would come at 2:30 that day.
Mrs. Pfeifer said to Florence, "Were you sick yesterday?"
Mrs. Pfeifer asked Florence if she was sick the day before.

NOTE: The time phrases require the following changes:

Now - then; yesterday - the day before; today - that day; tomorrow - the next day; this week - that week; this month - that month; last week - the week before; next week - the next week.

3. Statements

Who:) ------told______that--------
What: ---- ______ ----.)

Statements begin with nouns (who: or what: words). These words may or may not be preceded by adjectives. Statements end with a period. Call these facts to the child's attention.

Mrs. Andy said to Rosemary, "A cat has four feet."
Mrs. Andy told Rosemary that a cat had four feet.
Miss Brown said to Bill, "You are a good boy."
Miss Brown told Billy that he was a good boy.
Miss Pugh said to her pupils, "A bee is an insect."
Miss Pugh told her pupils that a bee was an insect.
Mrs. Pfeifer said to Jim, "It is time to go to Mrs. Geelhoed's room."
Mrs. Pfeifer told Jim that it was time to go to Mrs. Geelhoed's room."

Miss Brown said to Reggie, "Where is your cap?"
Miss Brown asked Reggie where his cap was.
Mrs. Clark said to Tommy, "What did you do at recess?"
Mrs. Clark asked Tommy what he did at recess.
Mrs. Andy said to the children, "Whose coat is read?"
Mrs. Andy asked the children whose coat was red.
Miss DeVoe said to Mardell "How do you feel?"
Miss DeVoe asked Mardell how she felt.
Miss Pugh said to Jerry, "Why do we have fifty stars in our flag?"
Miss Pugh asked Jerry why we had fifty stars in our flag.
Miss Pfeifer said to her pupils, "Whom did you ask to help you with your lessons last night?"
Miss Pfeifer asked her pupils whom they asked to help them with their lessons the night before.

4. Requests

Please____------. ------asked____to------.
Please do not_____not_____------, ------ asked _____not to----------.

The only difference between a command and a request in direct discourse is the use of "please" with requests. However, in indirect discourse, requests become "asked - to" instead of "told - to."

Miss Brown said to Candice, "Please stand up."
Miss Brown asked Candice to stand up.
Mrs. Andy said to Billy, "Please take this note to Miss Mary.
Mrs. Andy asked Billy to take that note to Miss Mary.
Miss DeVoe said to Mardell, "Please do not cry."
Miss DeVoe asked Mardell not to cry.
Miss Pugh said to her pupils, "Please do not drag your feet, when you walk.
Miss Pugh asked her pupils not to drag their feet when they walked.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academics, Language

Purpose:
For use by teachers in teaching composition to deaf children.

Materials:
As suggested

Procedures:

General principles in composition are self-explanatory.

1. A composition lesson which drags on results in little learning. There is too much else to cover.
2. Children must learn criticism -- both good and bad.
3. The whole class may discuss a subject and perhaps three will write about it on the blackboard. The rest of the class can criticize: Notice unusual language construction, good vocabulary, good ideas.
4. All class errors should be noted and taken up at a special time. There must be repetition to fix the habit, but a whole class should not be drilled on one child's error.
5. If there are rules which may help children, be sure to give them (i.e. plurals.)
6. There are some things which have no rules and these the child must make an effort to remember.
7. The most effective drill is given when circumstances are created which require children to use a given form--and which the children do not realize are part of a drill.
8. The longest piece of composition is only a series of related paragraphs. Speeches, essays are also a series of paragraphs. If the child can write one paragraph correctly, he can gradually enlarge and give a clear picture of anything within his experience and understanding.
   A. In Speaking and Writing English, Sheridan says that teachers often confuse the act of composition with the act of putting on paper what has been composed. Composition is the process of thinking over what to say and how to say it. When four or five paragraphs are composed, the child is through as far as composition is concerned. Too often children are forced to do the process and the product at the same time.
   B. A teacher who trains pupils to think and to talk well will have pupils who can write well. (Too many deaf children are not taught to think well. Corrections must teachea child to think.)
      1. It is an art to be able to correct, to make the child want to be corrected, and to make the child think for himself.
      2. Language work in the lower grades is based on the child's actual experience. Language work in the intermediate and upper grades should teach a child that an experience is also what you think and feel about what you do.

9. For composition always choose a familiar subject. Think all the thoughts you can about the subject and then select those thoughts which make the clearest and most interesting picture. Think how best to express your thoughts and then write them on paper. (The child should have this concept for his own use.) Always check your own composition to see that it has a definite beginning, middle, and end. The child must learn to do all these things and to reread and check his composition. Much of the child's success in his work is due to his interest and much of that interest is dependent on the teacher's interest. She must keep encouraging him.

10. A child who comprehends will express. Better comprehension results in better expression.

POINTS IN COMPOSITION

A. The subject must be personal. Children like to write what they know and feel about.

   1. Add a few words yourself to the story. Show the child that words matter. Help him to get a feeling for words.

   2. A paragraph is important. It deals with only one thought. Again have to start young and build up a paragraph from a few sentences.

   3. Teach a good beginning sentence.

      a. A good first sentence usually results in a good paragraph.

         1) It should arouse interest, curiosity, or expectation. (Practice writing lots of them.)

         2) The thought in the first sentence should be capable of expansion. It should not tell everything.

         3) Write sentences on the board and then expand them orally.

         4) Discuss how to improve the sentences.

         5) Give an idea, then ask for an opening sentence. Take a topic like Mary's sixteenth birthday.

      b. Language has to be caught, not taught.

   4. Concluding sentences are just as important as opening ones.

      a. Some stories are too long and go on long after the point has been made. The teacher must know what makes a good opening or closing sentence.

      b. The child must have the sentence idea and the paragraph idea in his consciousness through repetition. Rules and language principles are useless unless the child has something to say. It is also useless to arouse the urge for expression unless the child has the language tools with which to work. An ever growing vocabulary is a necessity both for comprehension and for expression and the teacher must never lose sight of this.

NOTE: Work on the topic sentence. Occasionally it is good for the teacher to write a good topic sentence and let the children enlarge on it. She could also write a concluding sentence. Sometimes she should write the whole composition and let the children check it. All paragraphs don't have to be rigorously checked. Sometimes check only for adjectives. Other times practice taking out the unnecessary words. Sometimes write for sheer pleasure.

Area of Need:
Academics, Language

Purpose:

Using Rhymes and Songs with beginning readers to develop receptive and expressive language skills and sustained attention.

Materials:

Procedures:

Use familiar rhymes or chants with mode of communication appropriate for group. Mother Goose Rhymes, familiar songs and finger plays are suitable for beginning readers.

1. Sing or chant orally as a group with the words on a chart. (Do this often.)
2. Assign each child one line and have them recite it "when it's his/her turn."
3. Begin showing them the corresponding lines on the chart as they sing or chant.
4. Using sentence strips, scramble the rhyme or song and have the children put in order. Do this a number of times, allowing some of the children to scramble the lines too.
5. Hand out the sentence strips and have each child bring his up when it's "his turn," and/or have them stand with their sentence strips in scrambled order, and have another child move them into the correct order.
6. Leave these charts and sentence strips around the room (as possible Activity Centers) and allow the children to work with them on their own. If possible, include records or tapes with these songs and rhymes in a listening center.

(*Idea: Tape the children singing or chanting and put the tape in the listening center, etc. with charts.)

Area of Need:
Language, Social Adaptation

Purpose:

Acquaint family, friends, and self about ways in which speech reading is accomplished more accurately and comfortably.

Materials:

Use following with appropriate persons.

Procedures:

May be used in Parent education, orientation with teachers, aides, administrators in schools and with hearing impaired students.

The following cautions and recommendations have been compiled in order to help you to talk effectively to any lipreader.

A. The first group of reminders are related to your language output.
   1. Do talk naturally, but not fast.
   2. Do speak clearly, but without exaggeration.
   3. Do say one phrase or sentence at a time. A whole paragraph of language is too much for any young deaf child.
   4. Do use single words where they are appropriate.
   5. Do emphasize the key word in a sentence, regardless of the less important words which go before or after it.
   6. Do repeat where necessary.
   7. Be expressive when you talk, but avoid exaggerated facial movements, i.e., a wide-mouthed smile.
   8. Homophones--words which look alike (baby and by-by). These occur all the time, do be aware of them. Do rephrase or reword what you have said, if the lipreader is confused.
   9. Do avoid ah's, m's, well's, er's and coughs. These are all meaningless to the lipreader.
   10. Do try to remember that abrupt changes of subject on your part can be very confusing to the lipreader.

B. Physical factors which influence the effectiveness of your conversation with the lipreader:
   1. Do be on a level, physically, with your child whenever possible. You can avoid the distortion which results when your child sees your face from an odd angle.
   2. Do have the light on your face, not on the child's.
   3. Do take distance into consideration when talking to a lipreader. Two to five feet seems to be the optimum distance for young children.
   4. Avoid all physical movements or gestures while talking to a lipreader. You will have to make some necessary movements, it is true, but all movements should cease while you are actually talking to a young deaf child. Never expose your child to simultaneous moving and talking.
   5. Do remember that some words are physically invisible to the lipreader, e.g., hair, egg.
   6. Do remember that lipreading is physically fatiguing. Take this into consideration when you have been talking for any length of time to a deaf person.

Procedures: (continued)

7. Physical objects in the month such as cigars, cigarettes or gum distract spoken patterns in terms of their appearance.

You may hear yourself talking perfectly well while you are smoking or chewing, but the lipreader is only conscious of the major movements involved in chewing or smoking.

APPENDICES

Draft No. 7: 5-23-79
Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 3

Student *Irma Green* BD *1-14-74* CA *4-9*
Personal Identifier *School #: 692-A* Sex *Female*
Teacher *Helen Hoppe* No. Yrs. Enrolled in School *1/2* Grade *Pre-*
School *Webster* Special Program *Special Class--Hearing Impaired*
Date of Initial Enrollment in Special Education *3-77* *Projected Date of Placement *10-19-78* Anticipated Duration of Placement *1978-79*
Career/Vocation Education Program *Special class instruction.*
Extent of Regular Class Placement *0* % P.E. Program *Regular P.E. in special class.*

Date of Meeting *October 18, 1978*
Parents *Bertha Benavidez* Phone *None*
Address *88 West Maple Drive, Monroe CA 87654*
Native Language of Pupil *Spanish* How Determined *Parent report.*
Native Language of Home *Bilingual--Spanish/English* School District of Residence *Monroe*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Uses S.E.E./AMSLAN, attends to gestures and signs. Aware of gross sounds and voice. Prefers oral communication.*

Academics: *Near grade level.*

Social Adaptation/Emotional Development: *Normal development. Relates well to adults and peers.*

Psychomotor: *Age appropriate. Good motor skills.*

Prevocational/Vocational Skills: *Age appropriate.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Visual.*

Learning Approach (e.g., reflective, persistent, etc.): *Persistent. Curious.*

Health Status: *Vision normal. Growth normal. Severe hearing loss.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Bilateral severe hearing loss. Fitted with bilateral aids. Educationally deaf. Sensory training in Tracy Clinic Home Program since age two.*

Specific special education to be provided: *Special class for hearing impaired at preschool level.*

Related services to be provided: *Transportation. Speech therapy to interface with class instruction. Auditory training with audiologist.*

Special material/equipment to be provided: *Group amplification.*

Provision(s) for possible transition into regular classroom program: *No transition possible, currently at present site except for lunch or total school programs.*

Rationale for Least Restrictive Environment: *Hearing deficit requires special instruction for the deaf on a language development basis with stress on continuity.*

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San Diego County 6-79

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CANARY—Agency File
PINK—Originator

Student *Irma Green* *FICTITIOUS*

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^xx^ sign below: Date

Bertha Benavidez 10-18-78
Parent/designee signature

Parent/designee signature

Student signature

Jack Teller 10-18-78
Special education administrator/designee signature

Regular education teacher signature

Mona Storm 10-18-78
*School psychologist signature

Leah Kidd 10-18-78
*Language, speech, and hearing specialist signature

School nurse signature

** Helen Hoppe 10-18-78
Special education teacher signature

Interpreter signature

* Jack Hastings 10-18-78
Other signature (specify) *AUDIOLOGIST*

Other signature (specify)

*Has evaluated pupil

^xx^Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No requirements at this time.

Determination of extended school year services (CAC 3306(e)):

Summer school session in June and July 1979 will be provided.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Hearing Impaired
Specified Special Education Placement

Bertha Benavidez 10-18-78
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Bertha Benavidez 10-18-78
Parent/designee signature Date

Parent/designee signature Date

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Student *Irma Green* FICTITIOUS

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Improve oral speech production.*	A. *By June 1979, Irma shall produce orally all the speech elements on the Phono-Visual Consonant Chart with 90% accuracy as determined by the speech-language specialist.* Person responsible *L. Kidd* Date established *10-18-78*	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
II. *Improve auditory attending skills.*	A. *By June 1979, Irma shall reproduce an auditory pattern of three sequences (using aided hearing receptor) with 90% accuracy as measured by audiologist.* Person responsible *C. Hastings* Date established *20-28-78*	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
III. *Improve academic skills.*	A. *By June 1979, Irma will be able to recognize the letters of the alphabet (A - Z) as demonstrated by her signing each letter as it is presented to her with 80% accuracy.* Person responsible *Helen Hoppe* Date established *10-18-78*	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	B. *By June 1979, Irma will have acquired the concept of one-to-one correspondence, numbers 1 - 15, as demonstrated by her ability to present the appropriate number of counters when presented with the printed word or numeral with 100% accuracy.* Person responsible *Helen Hoppe* Date established *10-18-78*	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
IV. *Improve retrieval skills.*	A. *By June 1979, Irma will be able to recall four items when presented visually as evidenced by her ability to reproduce pattern when stimulus has been removed with 100% accuracy.* Person responsibile *Helen Hoppe* Date established *10-18-78*	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible Date established	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

303b

*CAC Title 5 – 3307

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Bill Coronado* BD *1-28-68* CA *10.8*
Personal Identifier *Student #: 856-39A* Sex *Male*
Teacher *Viola Moore* No. Yrs. Enrolled in School *5* Grade *4*
School *Webser* Special Program *Special Class Hearing Impaired*
Date of Initial Enrollment in Special Education *9-76* *Projected Date of Placement *9-15-78* Anticipated Duration of Placement *1978-79*
Career/Vocation Education Program *Special Class Curriculum*
Extent of Regular Class Placement *10* % P.E. Program *Regular Class*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Receptive language severely delayed. Communication preference is total communication. Uses formal signs. Oral language is relatively unintelligble.*

Academics: *All academic areas delayed 2-3 years.*

Social Adaptation/Emotional Development: *Age appropriate.*

Psychomotor: *Age appropriate.*

Prevocational/Vocational Skills: *Functional and independent skills require instruction.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Multisensory.*

Learning Approach (e.g., reflective, persistent, etc.): *Works well with group. Positive approach.*

Health Status: *Vision screening normal. See audiological report for details of hearing. No health problems.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *September 14, 1978*
Parents *Mr. and Mrs. William Coronado* Phone *425-8367*
Address *4684 East 10th Street, Champagne CA*
Native Language of Pupil *Sign/English* How Determined *Parent report.*
Native Language of Home *English* School District of Residence *Champagne*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound bilateral hearing loss. Educationally deaf. Verbal communication limited to words and short phrases.*

Specific special education to be provided: *All instruction in academics, language, and prevocational skills shall be provided in a self-contained class for the hearing impaired.*

Related services to be provided: *Ongoing audiological study.*

Special material/equipment to be provided: *Group amplification for instruction.*

Provision(s) for possible transition into regular classroom program: *As Bill builds more self-confidence and communication skills, transition to regular class for field trips will be considered with an interpreter/aide.*

Rationale for Least Restrictive Environment: *Bill's dependency on manual communication and his profound hearing loss preclude extension of regular class placement. Prevocational instruction shall stress functional, living skills in the special class. Physical education shall be with the regular fourth grade class.*

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Student *Bill Coronado* FICTITIOUS

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Participating IEP committee members ^XX^ sign below: Date

Mrs. William Coronado 9/14/78
Parent/designee signature

Parent/designee signature

Student signature

9-15-78
Special education administrator/designee signature

Regular education teacher signature

9/14/78
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

XX 9-14-78
Special education teacher signature

Interpreter signature

* 9/14/78
Other signature (specify) AUDIOLOGIST

Other signature (specify)

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Graduation requirements do not apply to Bill.

Determination of extended school year services (CAC 3306(e)):

Summer school session with the same placement in July and August 1979 shall be provided.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Day Class for Hearing Impaired.
Specified Special Education Placement

Mrs. William Coronado 9/14/78
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs. William Coronado 9/14/78
Parent/designee signature Date

Parent/designee signature Date

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Student *Bill Coronado FICTITIOUS*

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Develop skills in caring for amplification.	*A. By June 1979, Bill shall check and adjust properly his unit for group amplification and his personal aids with 90% success as charted by self and monitored by the audiologist.* Person responsible *Carl Hastings* Date established *9-14-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve academic skills.	*A. By June 1979, Bill will complete levels 9-10- in MacMillan Reading Program as assessed by Level 10 Posttest.* Person responsible *V. Moore* Date established *9-14-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1979, Bill will recite multiplication tables through the 6X with 100% accuracy. Person responsible *V. Moore* Date established *9-14-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Improve expressive language skills.	*A. By June 1979, Bill will write sentences in "Apple Tree" pattern* #$(N+V_{be}+N)$ *and* #4 $(N+V)$ *with 80% accuracy.* Person responsible *V. Moore* Date established *9-14-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsibile Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 3

Student *Hal Stites* BD *10-20-71* CA *6.11*

Personal Identifier *SS #: 821-46-8391* Sex *Male*

Teacher *S. Curry* No. Yrs. Enrolled in School *4* Grade *1*

School *Webster* Special Program *Special Class--Hearing Impaired*

Date of Initial Enrollment in Special Education *10-25-74* *Projected Date of Placement *10-21-78* Anticipated Duration of Placement *1978-79*

Career/Vocation Education Program *Special Class Instruction*

Extent of Regular Class Placement *0* % P.E. Program *Regular P.E. with Special Class*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Uses signs for most part. Total communication developing. Limited speech reading. Limited vocalization improving.*

Academics: *Academic areas lag about one grade level.*

Social Adaptation/Emotional Development: *Well adjusted. Good peer relationships,*

Psychomotor: *Skills improving. Manifests "deaf" walk.*

Prevocational/Vocational Skills: *Developing with language.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Multisensory.*

Learning Approach (e.g., reflective, persistent, etc.) *Prefers group instruction. Responds well to praise. Attention span--short.*

Health Status: *Vision screening and growth normal. Profound hearing loss. See audiologist's report. Dental care needed.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *October 20, 1978*

Parents *Hubert and Eva Stites* Phone *None*

Address *802 Glass Drive, Champagne CA*

Native Language of Pupil *Total Communication/English* How Determined *Parent report.*

Native Language of Home *English* School District of Residence *Monroe*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound bilateral hearing loss. Binaural aids provide limited help. Signs, gestures and limited vocal attempts provide present means of communication. Lack of dentition except for molars.*

Specific special education to be provided: *Special class placement for hearing impaired. Speech/language development instruction shall be provided in special class.*

Related services to be provided: *Transportation. Evaluation of dental needs through children's dental clinic.*

Special material/equipment to be provided: *Group amplification for instruction.*

Provision(s) for possible transition into regular classroom program: *Transition into regular classroom will be attempted on a limited basis for field trips. Aide will accompany Hal during such appropriate transition.*

Rationale for Least Restrictive Environment: *Continuity in instruction for the deaf is possible in special class placement at this time. All instruction shall be a developmental language approach.*

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Student *Hal Stites* *FICTITIOUS*

Page 2 of 3

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Participating IEP committee members XX sign below:	Date
Eva Stites Parent/designee signature	10/20/78
Hubert Stites Parent/designee signature	10-20-78
Student signature	
Gerry Tieen Special education administrator/designee signature	10/20/78
Regular education teacher signature	
Mona Storm *School psychologist signature	10/20/78
*Language, speech, and hearing specialist signature	
School nurse signature	
XX Susan Curry Special education teacher signature	10/20/78
Interpreter signature	
* Carl Hastings Other signature (specify) *AUDIOLOGIST*	10-2-78
Other signature (specify)	

*Has evaluated pupil

XX Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No graduation requirements at this level.

Determination of extended school year services (CAC 3306(e)):

Parents and teacher will determine appropriateness for extended year services at annual review of IEP.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Hearing Impaired

Specified Special Education Placement

Eva Stites Parent/designee signature	10/20/78 Date
Hubert Stites Parent/designee signature	10-20-78 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Eva Stites Parent/designee signature	10/20/78 Date
Hubert Stites Parent/designee signature	10-20-78 Date

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Student *Hal Stites* FICTITIOUS

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve self-achievement and work habits.	A. By June 1979, Hal shall attend to and complete 12-15 minute tasks independently 75% as charted by parents at home and teacher at school. Person responsible S. Curry Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
II. Increase use of total communication.	A. By June 1979, Hal will use total communication 90% of the time during language, drill and group, situations as charted by teacher. Person responsible S. Curry Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	B. By June 1978, Hal will increase receptive and express language concepts by 75% as measured by posttest of Boehm Test to be administered in total communciation. Person responsible S. Curry Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	C. By June 1978, Hal will show four months' growth in vocabulary as measured by the Peabody Picture Vocabulary Test. Person responsible S. Curry Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
III. Improve academic skills.	A. By June 1979, Hal will have achieved the fourth level of Building Blocks as measured by the posttest. Person responsibile S. Curry Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
IV. Develop independent skills in caring for hearing aids.	A. By June 1979, Hal will demonstrate daily that aids are functional by logging on a check in chart in classroom. Person responsible Carl Hastings Date established 10-20-78	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 3

Student *Elton Scott* **BD** *10-14-70* **CA** *8.0*

Personal Identifier *Student #: 8364-C* **Sex** *Male*

Teacher *Mary Wayne* **No. Yrs. Enrolled in School** *2* **Grade** *2*

School *Washington* **Special Program** *Itinerant (Integrated) Hearing Impaired*

Date of Initial Enrollment in Special Education *10-1-78* ***Projected Date of Placement** *10-1-78* **Anticipated Duration of Placement** *1978-79*

Career/Vocation Education Program *Regular class.*

Extent of Regular Class Placement *80* **%** **P.E. Program** *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Oral communication only. Speech reading and auditory training needed.*

Academics: *At grade level but needs individual instruction as support to regular class instruction.*

Social Adaptation/Emotional Development: *Good peer relationships.*

Psychomotor: *Adequate.*

Prevocational/Vocational Skills: *Good work habits. Independent.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Multisensory.*

Learning Approach (e.g., reflective, persistent, etc.): *Cooperative. Attentive.*

Health Status: *See audiological report. No health problems noted.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *September 30, 1978*

Parents *Sharon Scott* **Phone** *462-3917*

Address *4692 East Browne, Champagne CA 98567*

Native Language of Pupil *English* **How Determined** *Parent report.*

Native Language of Home *English* **School District of Residence** *Champagne*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Binaural sensori-neural moderate to severe hearing loss. Binaural aids since age four. Parents have tutored Elton following Tracy Clinic home training. Speech and language areas depressed.*

Specific special education to be provided: *Integrated hearing impaired program with placement in a regular class with daily special instruction with itinerant teacher of hearing impaired.*

Related services to be provided: *None.*

Special material/equipment to be provided: *Parents will keep teacher supplied with extra cords and batteries for Elton's aids.*

Provision(s) for possible transition into regular classroom program: *The daily 60 minute special instruction will be reduced dependent on needs and progress of student.*

Rationale for Least Restrictive Environment: *Elton's needs can best be met in a regular classroom setting with tutoring in specific areas set out in the goals and objectives. All other curricular areas will be with the regular class teacher.*

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Student *Elton Scott* *FICTITIOUS*

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Participating IEP committee members XX sign below:	Date
Sharon Scott Parent/designee signature	9-30-78
Parent/designee signature	
Student signature	
Special education administrator/designee signature	9-30-78
Louise Martin Regular education teacher signature	9-30-78
*School psychologist signature	9/30/78
Mary Wayne *Language, speech, and hearing specialist signature	9-30-78
School nurse signature	
XX Special education teacher signature	9-30-78
Interpreter signature	
Other signature (specify) *AUDIOLOGIST*	
Other signature (specify)	

*Has evaluated pupil

XXIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Not appropriate for grade three.

Determination of extended school year services (CAC 3306(e)):

Extended school year services will be necessary for Elton.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Integrated Hearing Impaired Program

Specified Special Education Placement

Sharon Scott Parent/designee signature	9-30-78 Date
Parent/designee signature	Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Sharon Scott Parent/designee signature	9-30-78 Date
Parent/designee signature	Date

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Student *Elton Scott*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve communication skills.	A. By June 1979, Scott will be able to read phrases and sentences with 90% accuracy as assessed by the Craig Lipreading Inventory. Person responsible Mary Wayne Date established 9-30-78	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1979, Scott will have mastered three-letter consonant blends and dipthongs with 80% accuracy as measured by Chula Vista Reading Diagnostic Management Plan. Person responsible Mary Wayne Date established 9-30-78	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve math skills.	A. By June 1979, Scott will have mastered Level II of the Computation, Concepts and Application sections according to the Chula Vista Diagnostic Math Management Plan with 80% accuracy. Person responsible Mary Wayne Date established 9-30-78	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Maggie Ray* BD *10-17-60* CA *17*

Personal Identifier *Student #: 896-A43* Sex *Female*

Teacher *Julie Trowbridge* No. Yrs. Enrolled in School *11* Grade *10*

School *Technical High* Special Program *Hearing Impaired*

Date of Initial Enrollment in Special Education *9-12-76* *Projected Date of Placement *11-14-77* Anticipated Duration of Placement *1977-78*

Career/Vocation Education Program *Regular Work/Study Program*

Extent of Regular Class Placement *45* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Speech/language skills lag.*

Academics: *Basic skill areas 2-4 years below grade level.*

Social Adaptation/Emotional Development: *Socializes; works well with all ages.*

Psychomotor: *Age appropriate.*

Prevocational/Vocational Skills: *Needs to develop awareness of self and place in society.*

Self-Help Skills: *Needs to develop self-motivation and awareness.*

Learning Style (Modality): *Visual.*

Learning Approach (e.g., reflective, persistent, etc.): *Persistent. Responds well to positive reinforcement and social praise.*

Health Status: *Bilateral hearing loss. Vision normal. No health problems noted or reported.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *11-5-77*

Parents *Ross and Mary Ray* Phone *474-0648*

Address *56775 Vista Tercera, Champagne CA*

Native Language of Pupil *English* How Determined *Parent Report*

Native Language of Home *English* School District of Residence *Climbing Hills*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound bilateral hearing loss: SRT-aided-60dB. Uses total communication.*

Specific special education to be provided: *Special class placement for hearing impaired.*

Related services to be provided: *Speech therapy. Interpreter for campus classes. Transportation.*

Special material/equipment to be provided: *Regular curriculum materials to be adapted for individual needs.*

Provision(s) for possible transition into regular classroom program: *Regular class placement shall be adjusted to Maggie's needs and progress. Her success depends heavily on adequate interpreter services.*

Rationale for Least Restrictive Environment: *Maggie has demonstrated ability to handle regular class placement with the aid of an interpreter except for tutorial support in acquiring reading, math and language skills. However, continued successful integration is contingent upon adequate interpreter services and contact with regular classroom teachers. Career education instruction takes palce with regular class program.*

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Student Maggie Ray FICTITIOUS

Page 2 of 3

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Participating IEP committee members ^XX^ sign below:	Date
Mary Ray Parent/designee signature	11-5-77
Ross Ray Parent/designee signature	11-5-77
Maggie Ray Student signature	11-5-77
Special education administrator/designee signature	11/5/77
Regular education teacher signature	11-05-77
*School psychologist signature	
*Language, speech, and hearing specialist signature	11-5-77
School nurse signature	
XX Trowbridge Special education teacher sionature	11-5-77
Interpreter signature	
Other signature (specify) AUDIOLOGIST	11-5-77
Other signature (specify)	

Secondary level graduation requirements (CAC 3306(s)):

Graduation is dependent upon fulfilling the proficiency requirements as set forth by the Climbing Hills Union Board of Education in Policy #8629-C.

Determination of extended school year services (CAC 3306(e)):

Seven week summer session with emphasis on basic academic skills is indicated.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Hearing Impaired.
Specified Special Education Placement

Ross Ray
Parent/designee signature — Date 11-5-77

Mary Ray
Parent/designee signature — Date 11-5-77

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Ross Ray
Parent/designee signature — Date 11-5-77

Mary Ray
Parent/designee signature — Date 11-5-77

*Has evaluated pupil

^XX^Indicates designated team coordinator

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Student *Maggie Ray* FICTITIOUS

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Improve math skills.*	A. *By June 1978, Maggie will show four months' gain in math skills as measured by WRAT.* Person responsible *Julie Trowbridge* Date established *11-5-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. *By June 1978, Maggie will master addition of fractions as well as multiplication of 3-digit numbers as measured by teacher tests.* Person responsible *Julie Trowbridge* Date established *11-5-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. *Improve English skills.*	A. *By June 1978, Julie will master parts of speech and basic sentence structures as measured by teacher tests.* Person responsible *Julie Trowbridge* Date established *11-5-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. *Improve reading skills.*	A. *By June 1978, Julie will show 8 months' gain in reading skills as measured by WRAT.* Person responsible *Julie Trowbridge* Date established *11-5-77*	____ Achieved ____ Reviewe ____ *Revi ____ Par
IV. *Develop vocational skills.*	A. *By June 1978, Julie will demonstrate adequate skills of personal management of personal finances, job applications and interviews as measured by work/study self-improvement scales.* Person responsibile *Martin Luke* Date established *11-5-77*	____ ____ ____ omm. ____ med
V. *Improve articulation skills.*	A. *By June 1978, Julie will satisfactorily self-monitor her articulation in spontaneous speech for 5 minutes as related by specialist.* Person responsible *Verna Jay* Date established *11-5-77*	____ eved ____ viewed ____ *Revision recomm. ____ Parent informed

NOTE: Martin Luke, vocational/education teacher is responsible for goal IV and its short-term instructional objective. Verna Jay, speech therapist, assumes responsibility for goal V and its short-term objective. However, all are written in the IEP meeting.

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APPENDIX A

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INDIVIDUALIZED EDUCATION PROGRAM

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FICTITIOUS

Student Jose Perez BD 8-17-60 CA 17-2
Personal Identifier ASB #: HH3094 Sex Male
Teacher Jean McKinney No. Yrs. Enrolled in School 1 1/2 Grade 11
School Stephens High School Special Program Hearing Impaired
Date of Initial Enrollment in Special Education 1-76 *Projected Date of Placement 10-11-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Work/Study Program (Regular)
Extent of Regular Class Placement 20 % P.E. Program Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Receptive and expressive skills lag about 12 years. Uses sign--some voice.

Academics: Achievement at primary level is dependent on a one-to-one basis with total communication.

Social Adaptation/Emotional Development: Area of need. Socially and emotionally immature.

Psychomotor: Age appropriate.

Prevocational/Vocational Skills: Area of need has few concepts of the work day world.

Self-Help Skills: Area of need--very dependent.

Learning Style (Modality): Multisensory and total communication.

Learning Approach (e.g., reflective, persistent, etc.) Receptive to materials presented in both signs, pictures and voice.

Health Status: No health problems. Recent report from CCS.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay.

Date of Meeting October 10, 1977
Parents (Guardian/Sister) Margarita Gonzales Phone 379-2699
Address 2879 Soledad Way, Tierra Azul CA
Native Language of Pupil Signs--English How Determined Teacher Observation
Native Language of Home Spanish School District of Residence Tierra Azul

RATIONALE FOR PLACEMENT

Functional description of handicap: Profound bilateral hearing loss. First aids fitted 7-77. Provided by CCS. No formal education prior to January 1976. Pantomime was only communication until entering U.S. from Mexico. Only Spanish is spoken in home (Jose's sister).

Specific special education to be provided: Special class for hearing impaired.

Related services to be provided: Audiological services. Transportation. Free breakfast and lunch.

Special material/equipment to be provided: TOE Hold Kit.

Provision(s) for possible transition into regular classroom program: Currently, participation in the regular class work/study program for career education and the regular P.E. class are appropriate. Transition to other regular class programs is dependent on Jose's progress.

Rationale for Least Restrictive Environment: Jose's limited formal education, delayed development of self-help, social and communication skills preclude further regular class placement. Consideration is being given to possible residential placement dependent on Jose's progress and/or frustration in current program.

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Student *Jose Perez* FICTITIOUS **Page 2 of 3**

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Participating IEP committee members ^xx^ sign below: Date

Margarita Gonzales 10-10-77
Parent/designee signature

Parent/designee signature

Jose Perez 10-10-77
Student signature

Jack Teller 10-10-77
Special education administrator/designee signature

Martin Luken 10/10/77
Regular education teacher signature

Mona Storm 10/10/77
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

XX Jan McKinney 10-10-77
Special education teacher signature

Irma Gonzales 10/10/77
Interpreter signature

* Carl Hastings 10-10-77
Other signature (specify) AUDIOLOGIST

Other signature (specify)

*Has evaluated pupil

^xx^Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Graduation is contingent upon Board of Education Policy #A-369 for special education students.

Determination of extended school year services (CAC 3306(e)):

Extended school year services will be available in special education for hearing impaired for seven weeks, July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Hearing Impaired
Specified Special Education Placement

Margarita Gonzales (SISTER) 10-10-77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Margarita Gonzales (SISTER) 10-10-77
Parent/designee signature Date

Parent/designee signature Date

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Student *Jose Perez* *FICTITIOUS*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Develop intelligible speech for community living.*	A. *By June 1978, Jose will be able to be verbally understood 25% of the time while shopping in a store. This can be evaluated by him receiving the materials that were requested.* Person responsible *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	B. *By June 1978, Jose will be able to request the information needed to pay a bill correctly. This will be evaluated by listener reaction.* Person responsible *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
II. *Develop reading skills which will enable student to drive.*	A. *By June 1978, Jose will have completed the Sullivan reader series with 90% comprehension which will be evaluated by teacher-made tests.* Person responsible *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	B. *By June 1978, Jose will read the low reading level driver's book with a 90% comprehension which will be measured by the written driver's tests.* Person responsible *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
III. *Develop math skills in time and money.*	A. *By June 1978, Jose will vocally and/or sign the correct time 100% of the time. This will be evaluated by comparing this against the correct time.* Person responsibile *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	B. *By June 1978, Jose will demonstrate his understanding of money by correctly paying for an item at a store and checking the correct change. This will be evaluated by teacher observation.* Person responsible *J. McKinney* Date established *10-10-77*	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

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APPENDIX B
SUMMARY OF CAC TITLE 5 REQUIREMENTS
COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed.Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
All EH Programs	Yes	Yes	Yes	Yes	Current information may be requested by E&P committee.	When appropriate	Yes	Autistic, yes. Other EH optional.	Yes, when not same as #2.	Optional	Optional
MR	Yes	Yes	Yes	Yes	Optional	When appropriate	Yes	Optional	Optional	Optional	Optional
PH Programs (a) Hearing Impaired	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Yes	Optional
(b) Blind	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(c) Partially Seeing	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(d) Orthopedic or Other Health Impaired	Yes	Yes	Optional	Optional	(Or nurse practitioner) written report.	When Appropriate	Yes	Optional	Optional	Optional	Optional

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.
**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.
***Who has examined pupil.
****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed. Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	*Yes*	*Yes*	*Optional*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Yes--if student has significant hearing loss.*	*Yes, for NES/LES competent in primary language.*
(f) Other Speech-Language Handicapped (Communication Disorders)	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*
(g) Other Physically Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(h) Multi-Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
Development Centers for Handicapped	*Yes/or supervising head teacher*	*One(s) most appropriate to needs*	*Yes/or #5/or nurse practitioner.*	*Yes*	*Yes/or #3/or nurse practitioner.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional & CCS representative if available*
Hearing Impaired and Visually Impaired (Deaf-Blind)	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*

APPENDIX C

Addresses of Vendors and Publishers

1. Addison-Wesley Publishing Company
San Hill Road
Menlo Park CA 94025

2. Alexander Graham Bell Association for Deaf, Inc.
3417 Volta Place, N.W.
Washington D.C.

3. Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston MA

4. American Guidance Service
Circle Pines MI 55014

5. American Orthopsychiatric Association, Inc.
c/o Western Psychological Services
Los Angeles CA

6. Ballard and Tighe Company
78114 South California Avenue
Whittier CA 90602

7. Barnell Loft, Ltd.
958 Church Street
Baldwin CA 11510

8. Beardsley School
1001 Roberts Lane
Bakersfield CA 93308

9. Berkeley School for the Deaf
Berkeley CA

10. Cajon Valley Union School District
189 Roanoke Road
P.O. Box 1007
El Cajon CA 92022

11. California School for the Deaf
Riverside CA

12. Center on Deafness
600 Waukegan Road
Glenview IL 60025

13. Central Institute for the Deaf Publications
818 South Euclid
St. Louis MO 63110

14. Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus OH 43216

15. Chula Vista City School District
84 East J Street
P.O. Box 907
Chula Vista CA 92012

16. Communication Research Association
P.O. Box 11012
Salt Lake City UT

17. Communication Skill Builders, Inc.
817 East Broadway
P.O. Box 42050-E
Tucson AZ 85733

18. Council for Exceptional Children
1920 Association Drive
Retson VA 22091

19. Consulting Psychologists Press
577 College Avenue
Palo Alto CA 94306

20. Counselor Recordings and Tests
Box 184 Acklen Station
Nashville TN 37212

21. Creative Classroom
P.O. Box 1019
Temple City CA 91780

22. CTB/McGraw Hill
Del Monte Research Park
Monterey CA 93940

23. Curriculum Association
6 Henshaw Street
Woburn MA 01801

24. Developmental Learning Material
7440 Natchez Avenue
Niles IL 60648

25. Dormac, Inc.
P.O. Box 752
Beaverton OR 97005

26. Edmark Associates
1324 Northup Way
Bellevue WA 98005

27. ERIC
Document Production Service
Arlington VA

28. Educational Performance Association
563 Westview Avenue
Ridgefield NJ 27657

29. Educators Publishing Service, Inc.
75 Moulton Street
Cambridge MA 02138

30. Follett Publishing Company
1010 Washington Boulevard
Chicago IL 60067

31. Foreworks
7112 Teesdale Avenue
North Hollywood CA 91605

32. Galludet College
Dissemination, Box 104A
Model School for the Deaf
Kendall Green
Washington D.C. 20002

33. Guidance Association of Delaware, Inc.
Wilmongton DE 19806

34. Harcourt, Brace and Javonovich
757 Third Avenue
New York NY 10017

35. Hart Publishing Company, Inc.
15 West Fourth Street
New York NY 10012

36. Hiskey, Marshall S.
5640 Baldwin
Lincoln NB

37. Holt Rinehart and Winston
383 Madison Avenue
New York NY 10017

38. Houghton-Mifflin Company
2 Park Street
Boston MA 02107

39. Indiana University
Special Office of Materials Distribution
Audio-Visual Center
Bloomington IN 47401

40. John Tracy Clinic
806 West Adams Boulevard
Los Angeles CA

41. Joyce Media Company
8613 Yolanda
P.O. Box 548
Northridge CA 91328

42. Kansas State School for Deaf
Olathe KS

43. Dr. Elizabeth Koppitz
RFD Box 200
Mt. Kisco NY 10549

44. La Mesa-Spring Valley School District
4750 Date Avenue
La Mesa CA 92041

45. Learning Concepts
2501 North Lamar
Austin TX 78705

46. Literacy Volunteers of America, Inc.
Room 623, Midtown Plaza
700 East Water Street
Syracruse NY 13210

47. Los Angeles County Department of Education
Division of Special Education
9300 Imperial Highway
Downey CA 90242

48. Minneapolis Educational Test Bureau
Minneapolis MI

49. Modern Curriculum Press, Inc.
13900 Prospect Road
Cleveland OH 44136

50. Newby Visual Language, Inc.
Box 212 A
Eagleville PA 19408

51. Northwestern University
Evanston IL 60201

52. Novato Unified School District
1015 Seventh Street
Navato CA 94948

53. Ohio State University
The Center of Vocational and Technical Education
1960 Kenny Road
Columbus OH

54. Opportunities for Learning
8950 Lurline Avenue
Department J-8
Chatsworth CA 91311

55. Photo School Films and Company
3770 Tracy Street
Los Angeles CA 90027

56. Psychological Corporation
757 Third Avenue
New York NY 10017

57. Psychological Developmental Publications
P.O. Box 3198
Aspen CO 81611

58. Redwood Publishing Company
3860 South Higuera
Space 105
San Luis Obispo CA 93401

59. Ryerson Press
Toronto Canada

60. San Diego State University
San Diego CA

61. Science Research Association
259 East Erie
Chicago IL 60611

62. Scott Foresman
1900 East Lake Avenue
Glenview IL 60025

63. Slosson Educational Publications, Inc.
140 Pine Street
East Aurora NY 14052

64. St. John's School for the Deaf
3680 South Kinnickinnis Avenue
Milwaukee WI 53207

65. Stoelting Company
1350 South Kastner
Chicago IL 60623

66. Teaching Resources
A New York Times Company
100 Boylston Street
Boston MA 02116

67. C.C. Thomas
301-327 East Lawrence Avenue
Springfield IL 62712

68. The Tree of Life Press
Gainesville FL 32601

69. Vermont Printing Company (The)
Brattleboro VT

70. Vort Corporation
P.O. Box 11132
Palo Alto CA 94306

71. University of Chicago Press
11030 South Langley Avenue
Chicago IL 60628

72. University of Illinois Press
306 Engineering Hall
Urbana IL 61801

73. University of Oregon
Research and Training Center
Eugene OR

74. University of Texas
Collier Center for Communication Disorders
1966 Inwood Road
Dallas TX 75235

75. University of Wisconsin
Department of Rehabilitation and Manpower Services
Materials Development Center
School of Education
Menomonie WI 54751

76. United States Department of Labor
Office of Information Publications and Reports
1515 Broadway
New York NY 10036

77. United States Government Printing Office
Division of Public Documents
Washington D.C. 20402

78. Western Psychological Services
12031 Wilshire Boulevard
Los Angeles CA

79. Whitehaven Publishing Company
Box 2
New Richmond WI 54017

80. B.L. Winch and Associates
45 Hitching Post Road
Rollings Hills Estates CA 90274

81. Rick Witlin
Southwest School for the Hearing Impaired
Division of Special Education
P.O. Box 671
4141 West 156 Street
Lawndale CA 90260

APPENDIX D

HANDBOOK EVALUATION

Project HAPI

Please evaluate *Assessment + Intervention = IEP, A handbook on how to write an Individualized Education Program* according to the rating scale below. Your input is requested since your reactions will provide the primary guide in improving and refining this second field test edition.

Rating Scale

1 = Not worth reporting
2 = Poor
3 = Fair
4 = Good
5 = Excellent

	1	2	3	4	5
1. Appropriateness of materials included for area of exceptionality					
2. Usefulness in selecting items (e.g. tests, strategies, materials) and organizing results in writing Individual Educational Program(s) (IEP's).					
3. Reliability of materials included.					
4. Practicality of materials included					
5. Availability of materials included					
6. Suitability to needs of students					
7. Usefulness to my style of assessment and intervention . . .					
8. Usefulness in designing inservice workshops to train teacher/specialists in writing effective IEP's and IIP's . . .					
9. Usefulness of sample (completed) IEP's					
10. Ease of use - physical layout					

Your comments are invited on all aspects of these handbooks. Would you indicate those items, sections, etc. which are:

Not Worth Including	Most Worthy of Including

Other Comments:

Name ______________________ District ______________________

Position: Elem. __________ Sec. __________ Itinerant __________

Resource/Spec. Class ______________________

TRAINING PACKET

PROJECT hapi

BOOK THREE
HI
July 16, 1979

CASSETTES

FIRST TRAINING SEGMENT (7-9½ MINUTES)

THIS RESOURCE HANDBOOK: ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR HEARING IMPAIRED, IS DESIGNED FOR USE BY SCHOOL DISTRICT PERSONNEL.

IT'S OBJECTIVE IS TO PROVIDE A GUIDE FOR ASSESSMENT AND PLACEMENT COMMITTEES TO FOLLOW IN FULFILLING THEIR RESPONSIBILITIES IN COMPLIANCE WITH THE FEDERAL AND STATE LEGISLATION FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN.

THE TAPE HAS BEEN PREPARED TO PERMIT THE HANDBOOK AND ACCOMPANYING MATERIALS TO SERVE AS A SELF-INSTRUCTIONAL PACKAGE. PARTICIPANTS ARE ENCOURAGED TO USE THE HANDBOOKS AS A WORKBOOK AND AS AN OPEN-ENDED RESOURCE BOOK ADDING NOTES AND MATERIALS THAT ARE APPROPRIATE AND CURRENT.

THE TAPE, TO BE USED EFFECTIVELY, SHOULD BE USED SIMULTANEOUSLY WITH THE HANDBOOKS. THE TRAINEE MAY FIND IT HELPFUL TO STOP THE TAPE TO PERMIT CLOSER STUDY OF THE HANDBOOK OR PROVIDE TIME TO WRITE NOTES IN THE HANDBOOK ITSELF.

THIS HANDBOOK IS DIVIDED INTO FOUR MAJOR SECTIONS AND ORGANIZED IN SUCH A WAY AS TO BE OF PRACTICAL VALUE TO LOCAL SCHOOL ASSESSMENT TEAMS. IT IS ESSENTIAL THAT THE TEAM MEMBERS BECOME VERY FAMILIAR WITH THE FORMAT AND THE CONTENT OF THE HANDBOOK. THE HANDBOOK ACTUALLY IS NOT OFFERED AS A "COOKBOOK" APPROACH TO IEP DEVELOPMENT, BUT RATHER A FRAMEWORK WITH RESOURCE SECTIONS WHICH CAN BE ADAPTED TO A SCHOOL DISTRICT'S NEEDS. HOLES HAVE BEEN PUNCHED IN ALL PAGES SO THAT WHILE THE HANDBOOK MAY BE USED AS IT IS, IT MAY ALSO BE PLACED IN A LOOSE-LEAF BINDER SO THAT PAGES MAY BE REMOVED FOR INDIVIDUAL USE AND SO A LOCAL SCHOOL SYSTEM WILL BE ABLE TO MAKE

ADDITIONS RELEVANT TO ITS OWN SITUATION. SUCH ADDITIONS FOR EXAMPLE, MIGHT INCLUDE CHANGES IN THE LINES, CRITERIA FOR ELIGIBILITY, DUE PROCEDURES APPROPRIATE FOR MASTER PLAN OR NON-MASTER PLAN DISTRICTS, FORMS RECOMMENDED BY THE LOCAL SYSTEM, ADDITIONAL ASSESSMENT TOOLS AND PERSONAL COMMENTS AND NOTES.

DURING THE INITIAL READING OF THE HANDBOOK, MANY READERS HAVE FOUND IT HELPFUL TO INSERT LABELED DIVIDERS DESIGNATING PARTICULAR SECTIONS LISTED IN THE TABLE OF CONTENTS FOUND ON (PAGE ROMAN NUMERAL V) IN THE HANDBOOK. A SET OF SUCH DIVIDERS HAVE BEEN PROVIDED FOR EACH HANDBOOK AND ARE TO BE INSERTED AT THE CONCLUSION OF THIS SEGMENT OF TRAINING. THE INTRODUCTION FOUND ON PAGES ONE AND TWO GIVES AN OVERVIEW OF THE HANDBOOK'S PURPOSE AND ORGANIZATION.

PART I OF THE HANDBOOK PRESENTS A SYSTEMATIC APPROACH TO IEP DEVELOPMENT BEGINNING ON PAGE 3. THIS ENCOMPASSES WHAT AN IEP INCLUDES WITH AN EXPLANATION OF NUMBERED COMPONENTS WHICH CORRESPOND TO THE SAME NUMBERS LABELED ON AN IEP FORM FOUND ON PAGE 13. SEQUENTIAL STEPS IN IEP DEVELOPMENT FOLLOW ON PAGE 15. A PROPOSED GUIDE, WHICH FOLLOWS TIMELINES SET OUT IN FEDERAL AND STATE LAWS, MOVES STEP-BY-STEP THROUGH THE IEP PROCESS. THESE STEPS, WITH SUGGESTED STRATEGIES AND RECORD FORMS, MOVE SEQUENTIALLY FROM INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP. A FICTITIOUS INDIVIDUAL, JUAN MARTINEZ, IS DOCUMENTED THROUGH EACH STEP TO A COMPLETED IEP RESULTING IN PLACEMENT.

PART II OF THE HANDBOOK - ASSESSMENT - CONTAINS TWO MATRICES AND A SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. MATRIX A, PAGE 73, LISTS ALPHABETICALLY ASSESSMENT TOOLS APPROPRIATE FOR EVALUATING THOSE AREAS OF BEHAVIOR AND FUNCTION WHICH MUST BE ASSESSED AS PRESCRIBED BY LAW. THE SECOND MATRIX LISTS THE SAME TESTS GIVING THE KINDS OF INFORMATION REQUIRED FOR PREPARING AN ASSESSMENT PLAN--A PLAN (WHICH REQUIRES PARENTAL WRITTEN CONSENT) AND WHICH MUST BE DELIVERED TO THE PARENT WITHIN 15 SCHOOL DAYS AFTER A REFERRAL HAS

BEEN MADE, THE UNPUBLISHED/INFORMAL ASSESSMENT TOOLS ARE DESCRIBED ON PAGE 109 AND LISTED ALPHABETICALLY ON PAGE 111 AND 112. THESE ITEMS MAY BE REMOVED FROM THE HANDBOOK FOR USE. THEY WERE INCLUDED FOR THE SPECIFIC PURPOSE OF PROVIDING ASSESSMENT ITEMS IN SCHOOLS WHERE ASSESSMENT TEAM MEMBERS HAVE A LIMITED SELECTION OF TESTS.

PART III OF THE HANDBOOK - INTERVENTION - BEGINNING ON PAGE 207 PROVIDES A MATRIX OF COMMERCIALLY PREPARED INSTRUCTIONAL MATERIALS REFLECTING THE MOST RECENT NEEDS IN SPECIAL EDUCATION, SPECIFICALLY THE IMPLEMENTATION OF PL 94-142. FOLLOWING THE MATRIX ON PAGE 227, A COLLECTION OF SAMPLE RESOURCES OF UNPUBLISHED AND INSTRUCTIONAL TECHNIQUES AND MATERIALS IS PROVIDED.

THE FOURTH MAJOR SECTION OF THE HANDBOOK - THE APPENDICES - BEGINNING ON PAGE 303 OFFERS MODEL IEP'S. A MATRIX ON PAGES 309 AND 311 GIVES THE REQUIRED COMPOSITION FOR MEMBERS OF VARIOUS E&P TEAMS. ADDRESSES FOR VENDORS AND PUBLISHERS AND A HANDBOOK EVALUATION TO BE COMPLETED BY THE READER AFTER COMPLETING THE PROJECT HAPI TRAINING ARE ALSO A PART OF THE APPENDICES.

AT THIS POINT, IT IS RECOMMENDED THAT TRAINEES FIRST READ AND FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE ENTIRE HANDBOOK. IF TWO OR MORE PERSONS ARE TRAINING TOGETHER, AFTER THE HANDBOOK HAS BEEN READ, A DISCUSSION OF TEAM ROLES AND RESPONSIBILITIES IS ENCOURAGED BEFORE PROCEEDING WITH THE NEXT SECTION OF THIS TAPE. THE NEXT SECTION WILL TAKE THE ASSESSMENT TEAM AND E&P COMMITTEE STEP-BY-STEP THROUGH THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION THROUGH THE WRITING OF THE IEP WHICH MAY RESULT IN AN INITIAL PLACEMENT, A CONTINUATION OF PROGRAM, AN ALTERATION IN PROGRAM, OR A REASSIGNMENT, AT CERTAIN POINTS THROUGH THE TRAINING, TRAINEES WILL BE INSTRUCTED TO COMPLETE PARTICULAR ASSIGNMENTS AND RECORDS BEFORE PROCEEDING FURTHER WITH THE AUDIOTAPED ACTIVITIES. THIS IS INTENDED TO GIVE CLARITY AND CONTINUITY TO THE PROCESS.

AFTER THE READING OF THE HANDBOOK HAS BEEN COMPLETED AND THE HANDBOOK DIVIDERS HAVE BEEN APPROPRIATELY PLACED, CONTINUE WITH THE AUDIOTAPE THROUGH THE NEXT STEP IN TRAINING. THIS COMPLETES THE FIRST SEGMENT OF THE TRAINING.

SEGMENT II

THE SECOND PORTION OF TRAINING ASSUMES A GOOD UNDERSTANDING OF THE ORGANIZATION OF THE HANDBOOK AND ITS CONTENTS. THE TRAINEE SHOULD BE ENCOURAGED AT ANY TIME TO STOP THE TAPE FOR PURPOSES OF LOCATING PARTICULAR ITEMS, REFERRING TO OTHER MATERIALS, TAKING NOTES, COMPLETING DIRECTIONS OR PERHAPS TO PERMIT A SECOND LISTENING TO A PARTICULAR PORTION OF THE TAPE.

THE IEP, MAY WELL BE THE SINGLE MOST IMPORTANT PROVISION IN PL 94-142, SINCE IT IS THE CHILD'S WRITTEN IEP WHICH WILL ULTIMATELY DETERMINE WHETHER OR NOT THE STUDENT'S EDUCATION IS APPROPRIATE AND ADEQUATE.

THE DEVELOPMENT OF AN APPROPRIATE AND EFFECTIVE IEP DOES NOT OCCUR BY CHANCE OR BY ACCIDENT. IT IS NOT BASED SOLELY ON A SINGLE ASSESSMENT TOOL NOR ON ONE PERSON'S INTERPRETATION--BUT RATHER EVOLVES ACCORDING TO CERTAIN PROCEDURES SET OUT IN PL 94-142 AND THE STATE TITLE 5 REGULATIONS AND LOCAL EDUCATION AGENCY POLICIES.

BEFORE AN IEP CAN BE DEVELOPED, IT IS NECESSARY TO UNDERSTAND WHAT SUCH A WRITTEN PROGRAM INCLUDES. IT WOULD BE HELPFUL TO THE TRAINEE TO REMOVE THE BLANK IEP FORM FROM THE HANDBOOK NOW. THIS IS FOUND ON PAGES 13, 13a, AND 13b. NOW TURN TO PAGE 7 OF THE HANDBOOK WHERE THE COMPONENTS OF THE IEP AS REQUIRED BY FEDERAL AND STATE LAW ARE LISTED. FOLLOWING ON PAGE 8, THESE SAME COMPONENTS HAVE BEEN DELINEATED TO PROVIDE A GUIDE THAT FLOWS WELL IN WRITING THE IEP. ALL OF THESE CAN BE FOUND ON THE PROJECT HAPI IEP FORM. THIS FORM IS OFFERED AS AN EXAMPLE WHICH INCLUDES ONLY THE INFORMATION REQUIRED BY LAW. LOCAL SCHOOL DISTRICTS MAY FIND THAT ADDITIONAL DATA FOR DISTRICT PURPOSES IS NEEDED OR THAT ANOTHER FORMAT IS BETTER SUITED TO ITS NEEDS THAN THE ONE FOUND IN THE HANDBOOK. IT SHOULD BE NOTED THAT EVERY COMPONENT ON PAGES 7 AND 8 IS FOUND ON THE HAPI IEP FORM AND EACH ITEM REQUIRES A RESPONSE. IN ORDER TO CLARIFY THE COMPONENTS, EACH IS DEFINED ON PAGES 9 THROUGH 12. THE TASK NOW WILL BE TO LOCATE EACH OF THESE COMPONENTS WHICH HAVE BEEN DEFINED AND IDENTIFY THE CORRESPONDING NUMBER ON THE IEP FORM, WHICH YOU HAVE REMOVED FROM THE HANDBOOK AND HAVE IN FRONT OF YOU. THIS FORM WILL SERVE AS A FUTURE REFERENCE IN DETERMINING WHETHER ALL DATA HAS BEEN GATHERED AND WHETHER THE ASSESSMENT HAS BEEN COMPLETE ENOUGH TO PERMIT THE DETERMINATIONS THE ASSESSMENT TEAM AND IEP COMMITTEE MUST MAKE.

WHAT DOES AN IEP INCLUDE?

#1 PERSONALLY IDENTIFIABLE INFORMATION: WITH A COLORED PEN OR PENCIL CIRCLE ALL THE NUMBER ONES IN THE UPPER LEFT-HAND PORTION OF THE IEP FORM. THIS DATA MUST BE ACCURATE AND LEGIBLE. IT INCLUDES THE NAME, BIRTHDATE, SEX, GRADE LEVEL, NUMBER OF YEARS ENROLLED IN SCHOOL, AND A PERSONAL IDENTIFIER WHICH MAY BE A SOCIAL SECURITY NUMBER, A STUDENT NUMBER OR A DESCRIPTION OF PHYSICAL CHARACTERISTICS.

#2 DATES OF INITIATION, ALTERATION AND DURATION OF SPECIAL EDUCATION THIS INFORMATION IS LOCATED IN THE BOX AT THE TOP LEFT CORNER. THIS INCLUDES DATES OF INITIAL ENROLLMENT IN SPECIAL EDUCATION AND PROJECTED DURATION OF SPECIAL EDUCATION. THE PROJECTED DATE OF PLACEMENT MUST BE SPECIFIED WHEN THE APPROPRIATE PLACEMENT CANNOT BE MADE WITHIN 20 SCHOOL DAYS. IN THAT CASE, THE REASON FOR DELAY AND PROJECTED DATE OF PLACEMENT SHALL BE STATED IN THE IEP. IN ADDITION TO THE PROJECTED DATE, A STATEMENT MUST BE WRITTEN GIVING THE REASON FOR THE DELAY. YOU WILL FIND SPACE PROVIDED FOR THIS STATEMENT IN LOWER LEFT-HAND COLUMN ON PAGE 1 OF THE IEP FORM. BE SURE ALL NUMERAL 2'S HAVE BEEN LOCATED AND CIRCLED.

#3 CAREER/VOCATIONAL EDUCATION PROGRAM
THE REQUIREMENT RULE FOR THIS KIND OF A PROGRAM APPLIES AT ALL GRADE LEVELS. IT IS ASSIGNED A HIGH PRIORITY FOR THE SECONDARY LEVEL. THIS #3 ITEM IS ALSO FOUND IN THE UPPER LEFT-HAND BOX ON PAGE 1. AN

EXPLANATION OF THE DETERMINATION FOR THIS PROGRAM SHOULD BE INCLUDED IN THE RATIONALE FOR PLACEMENT FOUND UNDER THE HEADING "RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT" NUMBERED 9f ON PAGE 1 IN THE LOWER RIGHT-HAND COLUMN.

#4 THE APPROPRIATE PHYSICAL EDUCATION PROGRAM
CIRCLE THE #4 WHICH IS FOUND IN THE SAME BOX ON PAGE 1, LABELED PHYSICAL EDUCATION PROGRAM. THE APPROPRIATE P.E. MUST BE DESIGNATED SUCH AS A REGULAR PHYSICAL EDUCATION PROGRAM FOR NONHANDICAPPED OR WHETHER ADAPTIVE, REMEDIAL OR ANOTHER SPECIAL PHYSICAL EDUCATION PROGRAM MUST BE PROVIDED. PL 94-142 MANDATES THAT AN APPROPRIATE PHYSICAL EDUCATION PROGRAM SHALL BE PROVIDED WHEREIN THE HANDICAPPED INDIVIDUAL PARTICIPATES COMMENSURATE WITH HIS ABILITIES. AN EXPLANATION FOR THE P.E. DETERMINATION SHOULD ALSO BE INCLUDED UNDER THE RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT.

#5 EXTENT OF REGULAR CLASS PLACEMENT
CIRCLE #5. THIS APPEARS IN THE SAME SECTION OF THE INFORMATION DATA BOX. THIS COMPONENT IS REFERRED TO AS THE LEAST RESTRICTIVE ENVIRONMENT AND REFERS TO THE PERCENTAGE OF TIME THE STUDENT SPENDS ON A WEEKLY BASIS IN A REGULAR CLASS. A FULL EXPLANATION OF THE LEAST RESTRICTIVE ENVIRONMENT RATIONALE IS INCLUDED IN THE DESCRIPTION IN THE RATIONALE FOR PLACEMENT AT THE BOTTOM OF THE RIGHT-HAND COLUMN ON PAGE 1.

#6 DOMINANT LANGUAGE OF HOME AND PUPIL
THIS IS RECORDED ON PAGE 1 IN THE UPPER RIGHT-HAND COLUMN. CIRCLE NUMBER 6 HERE. THERE IS OTHER INFORMATION CONCERNING THE PARENTS, THE ADDRESS AND SCHOOL DISTRICT OF RESIDENCE WHICH MUST BE COMPLETED. USUALLY THESE ITEMS ARE COMPLETED PRIOR TO THE IEP COMMITTEE MEETING. THE DOMINANT LANGUAGE OF HOME AND PUPIL MUST BE STATED IN THE IEP. HOW THE DETERMINATION IS MADE OF THE DOMINANT LANGUAGE FOR THE CHILD, WHETHER IT IS BY OBSERVATION, BY TEST, OR PARENT REPORT, MUST BE

RECORDED IN THE IEP IN THE APPROPRIATE SPACE. OTHER THAN PERSONAL DATA, THE REMAINING INFORMATION WILL BE ESTABLISHED IN COMMITTEE AS A RESULT OF ASSESSMENT, REVIEW OF RECORDS, PARENT INTERVIEW, AND OBSERVATION.

#7 PRESENT LEVELS OF FUNCTION

SEVEN AREAS MUST BE ASSESSED UNLESS IT HAS BEEN DETERMINED BY PREVIOUS PERFORMANCE THAT FUNCTION IS AGE APPROPRIATE. THIS ASSESSMENT MUST BE COMPLETED WITHIN 35 SCHOOL DAYS FROM THE DATE OF RECEIPT OF WRITTEN PARENTAL CONSENT TO ASSESS. THE PURPOSE OF THE TESTING IS TO ESTABLISH THE STUDENT'S LEVELS OF FUNCTIONING AND HIS OR HER STRENGTHS, WEAKNESSES AND NEEDS. THESE AREAS ARE LISTED IN THE LEFT COLUMN ON PAGE 1. INDICATE THIS AREA BY ENCIRCLING NUMBER 7. THESE AREAS ARE (A) COMMUNICATION/LANGUAGE, (B) ACADEMICS, (C) SOCIAL ADAPTATION/EMOTIONAL DEVELOPMENT, (D) PSYCHOMOTOR, (E) PREVOCATION/ VOCATIONAL SKILLS, (F) SELF-HELP SKILLS AND (G) LEARNING STYLE INCLUDING (H) LEARNING APPROACH. AGE APPROPRIATE SHOULD BE WRITTEN NEXT TO ANY ITEM FOR WHICH SPECIAL EDUCATION IS NOT INDICATED.

#8 HEALTH STATUS

CIRCLE #8. THIS ITEM IS FOUND IN THE LOWER LEFT COLUMN ON THE FIRST PAGE. ASSESSMENT INCLUDES ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHEN APPROPRIATE, HEALTH, VISION AND HEARING AS DETERMINED BY A LICENSED NURSE, AUDIOLOGIST, OR A PHYSICIAN. YOU WILL FIND A MATRIX IN APPENDIX B, PAGES 309-311 LISTING WHEN A LICENSED PHYSICIAN'S STATEMENT IS REQUIRED. IT IS NOT A REQUIREMENT FOR ALL HANDICAPPED CHILDREN.

CIRCLE #9

RATIONALE FOR PLACEMENT. IT IS FOUND ON PAGE 1 IN THE RIGHT-HAND COLUMN. JUSTIFICATION FOR SPECIAL EDUCATION IS BASED UPON ADEQUATE ASSESSMENT, OBSERVATION AND INFORMATION GATHERED FROM PARENTS, SCHOOL RECORDS, AND MEMBERS OF THE ASSESSMENT COMMITTEE. THIS

JUSTIFICATION WHICH IS A RATIONALE, MUST REFLECT ALL AREAS OF NEED IN THE MULTIDISCIPLINARY ASSESSMENT AND MUST BE DEVELOPED FOR THE INDIVIDUAL STUDENT BY THE COMMITTEE ON THE BASIS OF IDENTIFIED NEEDS. INCLUDED IN THIS RATIONALE IS A STATEMENT OF A FUNCTIONAL DESCRIPTION OF THE HANDICAP. CIRCLE THE (A). THIS DESCRIPTION INCLUDES THE EDUCATIONAL NEEDS ON A PRIORITY BASIS IN UNDERSTANDABLE LANGUAGE. IT LITERALLY ANSWERS "WHAT'S HIS PROBLEM?"

(B) SPECIFIC SPECIAL EDUCATION TO BE PROVIDED MUST BE A STATEMENT LISTING ALL SPECIAL EDUCATION PROVISIONS WHICH WILL PERMIT THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES. THE CAREER AND VOCATIONAL PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE IS WRITTEN. IT IS HERE THAT THE SPECIFIC SPECIAL EDUCATION PROGRAM TO BE PROVIDED MUST BE RECORDED.

(C) RELATED SERVICES REQUIRED MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL CORRECTIVE AND OTHER SUPPORTIVE SERVICES AS REQUIRED TO ASSIST AN INDIVIDUAL TO BENEFIT FROM SPECIAL EDUCATION. THIS INCLUDES SPEECH PATHOLOGY AND AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, EARLY IDENTIFICATION AND ASSESSMENT OF DISABILITIES IN CHILDREN, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES. ACCORDING TO THE TITLE 5 REGULATIONS, IT ALSO INCLUDES SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOL, AND PARENT COUNSELING AND TRAINING. IT SHOULD BE NOTED THAT LANGUAGE, SPEECH AND HEARING THERAPY OR AUDIOLOGY SERVICES BECOME RELATED SERVICES WHEN AN INDIVIDUAL WITH SPECIAL NEEDS HAS A SPECIAL CLASS PLACEMENT. WHEN AUDIOLOGY OR SPEECH THERAPY IS THE ONLY SPECIAL EDUCATION REQUIRED, SUCH SERVICES ARE RECORDED AS THE SPECIFIC SPECIAL EDUCATION PROGRAM. IN THE EVENT THAT A YOUNGSTER IN A SPECIAL CLASS PROGRAM IS ALSO RECEIVING LANGUAGE/SPEECH THERAPY, THE LANGUAGE/SPEECH OBJECTIVES BECOME A PART OF THE TOTAL IEP AND THE RESPONSIBILITY OF ESTABLISHING THEM LIES WITH THE LANGUAGE/SPEECH/HEARING SPECIALIST. IN NO

CASE, DOES ONE CHILD HAVE TWO SEPARATE IEP'S. WE CAN SAY, "ONE CHILD, ONE IEP" REGARDLESS OF THE NUMBER OF RELATED SERVICES REQUIRED.

(D) SPECIAL MATERIALS AND EQUIPMENT TO BE PROVIDED ALSO FOLLOWS UNDER THE RATIONALE FOR PLACEMENT. THE SPECIAL EQUIPMENT OR INSTRUCTIONAL MEDIA SUCH AS GROUP AMPLIFICATION THAT IS RECORDED HERE MUST BE PROVIDED BY THE DISTRICT.

NEXT, (E) PROVISIONS FOR POSSIBLE TRANSITION INTO REGULAR CLASS PROGRAM REQUIRES A STATEMENT PROVIDING FLEXIBILITY SO THAT POSSIBLE TRANSITION INTO THE REGULAR CLASS PROGRAM, IF THE INDIVIDUAL IS TO BE TRANSFERRED FROM A SPECIAL DAY CLASS OR CENTER, OR NONPUBLIC SCHOOL, INTO A REGULAR CLASS IN A PUBLIC SCHOOL, CAN BE ACCOMPLISHED.

AND LAST (F) RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT REQUIRES A STATEMENT JUSTIFYING THE SPECIAL EDUCATION PLACEMENT IN BOTH ACADEMIC AND NONACADEMIC AREAS TO INSURE FULL EDUCATIONAL OPPORTUNITY FOR THE HANDICAPPED INDIVIDUAL WITH NONHANDICAPPED STUDENTS. IT IS IMPORTANT TO KNOW THAT SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRES THAT PROVISIONS FOR BUILDING-SITES AND FUNCTIONS BE AVAILABLE TO THE HANDICAPPED SO THEY MAY PARTICIPATE IN SCHOOL ACTIVITIES.

ON PAGE 13a--THE SECOND PAGE OF THE IEP, CIRCLE #10, SECONDARY LEVEL GRADUATION REQUIREMENTS.
IT IS REQUIRED THAT THE GRADUATION REQUIREMENTS ESTABLISHED BY DISTRICT POLICY WHICH MAY INCLUDE ANY ALTERNATIVE MEANS AND MODES NECESSARY FOR THE INDIVIDUAL TO COMPLETE THE DISTRICT'S PRESCRIBED COURSE OF STUDY, AND MEET OR EXCEED PROFICIENCY STANDARDS FOR GRADUATION, MUST BE DOCUMENTED IN THE IEP. SUCH A STATEMENT IS TO BE RECORDED ON PAGE 2 IN THE RIGHT-HAND COLUMN.

#11 AND #12 ARE FOUND ON PAGE 13b
STATEMENT OF ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE RECORDED ON THE THIRD PAGE OF THE IEP FORM. IN THE

CASE OF A LIMITED-ENGLISH-SPEAKING OR A NON-ENGLISH SPEAKING INDIVIDUAL, THE IEP SHOULD PROVIDE FOR LINGUISTICALLY APPROPRIATE GOALS, OBJECTIVES, PROGRAMS AND SERVICES.

NOW CIRCLE #11 ON THE THIRD PAGE. THE ANNUAL GOALS ARE GENERAL EDUCATIONAL AIMS DETERMINED BY THE ASSESSMENT COMMITTEE, WHICH INCLUDES THE PARENTS, AT THE E&P COMMITTEE MEETING. GOALS ARE GENERAL, NOT SPECIFIC, IN TERMS OF THE TASK OR ACTIVITY. THEY ARE NOT TIME-REFERENCED AND DO NOT SPECIFY PROFICIENCY LEVELS. IT IS RECOMMENDED THAT COPIES OF THE ASSESSMENT ANALYSIS, AS DESCRIBED LATER IN THE HANDBOOK, OR ANOTHER FORM APPROPRIATE FOR A SCHOOL DISTRICT WHICH PROVIDES DESCRIPTIVE EVIDENCE OF ASSESSMENT INFORMATION AND PROVIDES THE BASIS FOR GOALS, BE ATTACHED TO THE IEP. CERTAINLY THIS ANALYSIS SHOULD BE AVAILABLE AT THE E&P COMMITTEE MEETING FOR CONSIDERATION BY THE ASSESSMENT TEAM, AND, PARTICULARLY, FOR THE PARENT'S INFORMATION WHEN THE IEP IS WRITTEN.

NOW CIRCLE #12 ON THE THIRD PAGE OF THE IEP. THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE AND ARE BASED ON ASSESSMENT AND ALL INFORMATION BROUGHT TO THE COMMITTEE. OBJECTIVES ARE WRITTEN IN A DEFINITIVE MANNER. EACH OBJECTIVE MUST STATE:

(1) A SPECIFIC OBSERVABLE BEHAVIOR:
(2) UNDER WHAT CONDITIONS THE TASKS SHALL BE ACCOMPLISHED: AND
(3) WITHIN WHAT TIME, WITH WHAT DEGREE OF ACCURACY AND/OR AT WHAT LEVELS OF PROFICIENCY THE OBJECTIVES ARE TO BE MET.

NUMBER #13 ON THE SAME PAGE. EVALUATION CRITERIA AND PROCEDURES ARE RECORDED IN THE RIGHT-HAND COLUMN ON THIS PAGE. THIS IS AN IMPORTANT PART OF THE IEP SINCE IT DOCUMENTS WHEN AN OBJECTIVE HAS BEEN ESTABLISHED, ACHIEVED, REVIEWED, REVISED, AND THAT THE PARENT HAS BEEN INFORMED. A REVIEW OF THE IEP AT LEAST ANNUALLY IS REQUIRED BY THE LAW. SUCH A REVIEW DOES NOT NECESSARILY INDICATE A FULL REASSESSMENT, RATHER IT PROVIDES AN OPPORTUNITY TO MONITOR THE PROGRESS OF THE STUDENT. A FULL ASSESSMENT IS REQUIRED:

(1) PRIOR TO INITIAL PLACEMENT:
(2) BEFORE PLACEMENT CHANGE, INCLUDING ADDITIONS AND DELETIONS WITHIN THE SPECIAL EDUCATION PROGRAM:
(3) UPON TRANSFERRING TO REGULAR CLASSROOM EDUCATION:
(4) UPON REQUEST BY A TEACHER OR PARENT: AND
(5) AT LEAST EVERY THREE YEARS IF THE HANDICAPPED INDIVIDUAL REMAINS IN SPECIAL EDUCATION

#14 ON THIS SAME PAGE DOCUMENTS PERSONS RESPONSIBLE FOR IMPLEMENTING THE GOALS AND OBJECTIVES OF THE IEP.
THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE #15 AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE 2 IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE E&P COMMITTEE.

NUMBER #16. IEP COMMITTEE MEMBERS MUST BE LISTED WITH EACH SIGNATURE (AS PRESCRIBED BY LAW) ACCORDING TO THE SPECIFIC SPECIAL EDUCATION SERVICES DETERMINED BY THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON CHARGED AS COMMITTEE COORDINATOR, MUST BE DESIGNATED ON THE SIGNATURE PAGE. COMMITTEE MEMBERS WILL VARY WITH DIFFERENT EDUCATIONAL PLACEMENT. PLEASE REFER TO APPENDIX B FOR FURTHER INFORMATION REGARDING COMMITTEE COMPOSITION. NOTE THAT AN AUDIOLOGIST MUST SERVE ON THE IEP COMMITTEE WHEN A HEARING IMPAIRED PLACEMENT IS TO BE CONSIDERED.

THE DATED SIGNATURE OF PARTICIPATING COMMITTEE MEMBERS MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE 2.

NUMBER #17 RIGHTS AND PROTECTION DOCUMENTED.
THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS POINT DOCUMENTS SUCH RECEIPT AND, FURTHER, DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

#18--, IN THE SAME COLUMN, DOCUMENTS THE PARENTS' PERMISSION FOR SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN APPROVAL.

#19--ASSURES THAT GOALS, OBJECTIVES, PROGRAMS, AND SERVICES DETERMINED ARE LINGUISTICALLY APPROPRIATE. THIS STATEMENT IS FOUND AT THE TOP OF THE SECOND PAGE OF THE IEP. THIS IS A STATEMENT WHICH SHOULD BE READ CAREFULLY BY ALL TEAM MEMBERS AND, IN PARTICULAR, THE PARENTS AT THE TIME THE IEP IS BEING WRITTEN.

FOR FURTHER EXPLANATION OF THE 19 COMPONENTS, THE TRAINEE MAY REFER TO PAGES 9-12, OR TO THE FEDERAL REGISTER, TO THE TITLE 5 REGULATIONS, OR TO A RESOURCE PERSON KNOWLEDGEABLE OF THE LAW. NOW THAT YOU HAVE IDENTIFIED ALL THE IEP COMPONENTS BY NUMBER, YOU MAY RETURN THE BLANK IEP FORM TO ITS PLACE IN THE HANDBOOK. YOU WILL FIND THIS IEP FORM, LABELED WITH NUMBERS CORRESPONDING TO THE EXPLANATIONS OF COMPONENTS FOUND ON PAGES 9-12, A HANDY REFERENCE THROUGHOUT THE TRAINING.

THIS COMPLETES THE SECOND SEGMENT OF TRAINING.

SEGMENT III

THE THIRD SEGMENT OF THE TRAINING WILL FOCUS ON THE FIRST STEP OF THE SEQUENTIAL STEPS IN IEP DEVELOPMENT LISTED ON THE GUIDE ON PAGE 15 IN YOUR HANDBOOK. IF YOU NEED EXTRA TIME TO ACQUAINT YOURSELF WITH THESE STEPS, STOP THE TAPE AND DO SO NOW.

STEP ONE: INITIAL IDENTIFICATION, PAGE 16, DISCUSSES THIS PROCESS AND GIVES ATTENTION TO ALTERNATIVES WITHIN REGULAR EDUCATION THAT SHOULD BE CONSIDERED BEFORE A REFERRAL TO AN ASSESSMENT TEAM IS MADE.

IN THE SCHOOL SETTING, DISTRICT SCREENING PROCESSES AND TEACHER OBSERVATION ARE PRIMARY SOURCES FOR MAKING THE INITIAL IDENTIFICATION. THIS TOPIC IS DISCUSSED ON PAGE 16. A FLOW CHART ON PAGE 17 DEPICTS THE IEP PROCESS IN A SCHEMATIC FASHION. STOP THE TAPE AT THIS POINT AND REVIEW THE INFORMATION CONCERNING THE INITIAL IDENTIFICATION AND THE FLOW CHART ON PAGE 17 ....

AFTER THE INITIAL IDENTIFICATION HAS BEEN MADE, A FORMAL REFERRAL TO THE ASSESSMENT TEAM IS REQUIRED. AT THIS POINT THERE ARE THREE QUESTIONS WHICH NEED TO BE ANSWERED:

#1. WHAT ARE SCREENING ACTIVITIES AS COMPARED TO ASSESSMENT ACTIVITIES?

SCREENING ACTIVITIES ARE NOT CONSIDERED A PART OF THE ASSESSMENT PROCESS AND DO NOT REQUIRE PRIOR PARENTAL APPROVAL, EXCEPT IN THOSE DISTRICTS WHERE POLICY EXISTS TO GAIN PARENTAL APPROVAL ON A "BLANKET PERMISSION." SUCH PERMISSION IS COMMONLY ACQUIRED ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR OR AT REGISTRATION TIME FOR ROUTINE SCREENING SUCH AS SPEECH AND LANGUAGE DEVELOPMENT, VISION, HEARING, PSYCHMOTOR DEVELOPMENT, PHYSICAL EDUCATION SKILLS, HEALTH AND GROWTH

PROGRESS AND ACADEMIC ACHIEVEMENT. THE POINT AT WHICH SCREENING CEASES IS THAT POINT WHEN MEASURES ARE USED WITH LESS THAN AN ENTIRE CLASS.

QUESTION #2. WHAT ARE THE MANDATED PROCEDURES WHICH PERMIT ASSESSMENT? WHEN AN INDIVIDUAL IS SINGLED OUT FOR FURTHER CONSIDERATION THE IEP PROCESS HAS BEGUN AND A FORMAL REFERRAL IS REQUIRED.

IT IS AT THIS TIME A REFERRAL TO THE ASSESSMENT TEAM IS MADE. AN EXAMPLE OF SUCH A FORM CAN BE FOUND ON PAGE 19, WHICH INCLUDES MUCH OF THE PERSONALLY IDENTIFIABLE INFORMATION NEEDED IN IEP DEVELOPMENT. ON THE FOLLOWING PAGE 19A, A COMPLETED REFERRAL TO THE ASSESSMENT TEAM IS PRESENTED FOR A FICTITIOUS CHILD,"JUAN MARTINEZ." THIS SAME CHILD WILL BE FOLLOWED THROUGHOUT THE IEP PROCESS TO AID IN CLARIFYING EACH STEP. THIS REFERRAL, UPON COMPLETION, IS DIRECTED TO THE APPROPRIATE ASSESSMENT TEAM COORDINATOR. EACH SCHOOL DISTRICT, WHETHER MASTER PLAN OR NON-MASTER PLAN, IS CHARGED WITH SETTING UP ASSESSMENT PROCEDURES. AN IEP PROCESS LOG IS PRESENTED ON PAGES 21 AND 22 TO AID THE ASSESSMENT TEAM COORDINATOR PLAN AND DOCUMENT EACH STEP, ONCE A REFERRAL HAS BEEN RECEIVED. THIS LOG FOLLOWS THE ORDER OF THE IEP FLOW CHART.

WHEN REFERRAL TO THE ASSESSMENT TEAM HAS BEEN MADE, IT IS REQUIRED THAT A NOTIFICATION BE MADE TO THE PARENTS THAT THEIR CHILD HAS BEEN REFERRED TO THE ASSESSMENT TEAM DUE TO CONCERNS ABOUT SCHOOL PERFORMANCE. THE PARENT NOTIFICATION OF REFERRAL MUST INCLUDE A COPY OF PARENTS' RIGHTS. WITHIN 15 SCHOOL DAYS, THE LAW MANDATES THE FOLLOWING EVENTS WILL HAVE OCCURRED:

A. PARENTS WILL HAVE RECEIVED THIS NOTICE OF REFERRAL AND PARENTS' RIGHTS, INCLUDING A STATEMENT OF POSSIBLE PROGRAM ALTERNATIVES.

B. COMPLETE THE ASSESSMENT PLAN: AND

C. INFORM THE PARENTS OF THE CONTENT OF THE ASSESSMENT PLAN REQUESTING WRITTEN PARENTAL CONSENT TO ASSESS.

QUESTION #3: AT WHAT POINT CAN ASSESSMENT COMMENCE?

ASSESSMENT OF AN INDIVIDUAL CAN ONLY BE ACCOMPLISHED AFTER WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED EVEN THOUGH THE PARENT MAY HAVE BEEN THE ONE TO INITIATE THE REFERRAL, EITHER ORALLY OR IN WRITING.

YOUR FIRST TASK IN THE DEVELOPMENT OF AN IEP FOR YOUR PROJECT STUDENT IS INDICATED NOW. YOU WILL FIND THE NECESSARY FORMS IN YOUR TRAINING PACKET. FOR YOUR PROJECT STUDENT, COMPLETE THE FOLLOWING:

1. THE REFERRAL TO THE ASSESSMENT TEAM, AND
2. ACTING AS THE TEAM COORDINATOR, LOG IN ITEM ONE ON YOUR IEP PROCESS LOG.

WHEN THESE TWO TASKS HAVE BEEN COMPLETED, CONTINUE WITH THE TRAINING TAPE. THIS CONCLUDES THE THIRD SEGMENT OF YOUR TRAINING.

SEGMENT IV

WITH THE"REFERRAL TO THE ASSESSMENT TEAM"COMPLETED FOR YOUR PROJECT STUDENT, AND HAVING IT LOGGED IN, YOU ARE NOW READY TO PROCEED TO THE SECOND STEP IN THE IEP PROCESS: INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD...PAGE 23.

UPON FORMAL REFERRAL FOR ASSESSMENT, THE TEAM, WITH ONE MEMBER DESIGNATED AS ITS COORDINATOR IN ACCORDANCE WITH LOCAL DISTRICT PROCEDURES, IS CHARGED WITH DEVELOPING AN ASSESSMENT PLAN. THIS PLAN MUST BE WRITTEN IN ORDINARY LANGUAGE DESCRIBING THE PROCEDURES, THE TESTS, RECORDS OR REPORTS PROPOSED FOR USE IN THE ASSESSMENT PROCESS.

TO GET THE BALL ROLLING AND ACCOMPLISH THOSE STEPS SET OUT UNDER ITEM #2 ON THE IEP PROCESS LOG, THE ASSESSMENT RECORD FORM FOUND ON PAGE 25 PROVIDES A GUIDE SO THAT ALL AREAS TO BE ASSESSED AS MANDATED BY LAW ARE EVALUATED.

PLANNING IN SUCH A FASHION ELIMINATES THE POSSIBILITY OF EITHER DUPLICATING OR NEGLECTING ANY ASSESSMENT AREA WHICH MUST BE CONSIDERED FOR IEP DEVELOPMENT AND SPECIAL EDUCATION PLACEMENT. PAGE 25a SHOWS AN EXAMPLE OF A COMPLETED ASSESSMENT RECORD FOR THE FICTITIOUS CHILD WHO IS FOLLOWED AS AN EXAMPLE THROUGH THE IEP PROCESS.

TO AID IN THE SELECTION OF INSTRUMENTS APPROPRIATE FOR AN INDIVIDUAL, TURN TO THE ASSESSMENT MATRIX A, BEGINNING ON PAGE 73. HERE MANY TESTS ARE LISTED ALONG WITH THOSE AREAS OF BEHAVIOR FOR WHICH EACH INSTRUMENT IS INTENDED TO ASSESS. LET'S ASSUME YOU ARE SEEKING A MEASURE FOR EVALUATING LEARNING STYLE, SOMETHING THAT WILL HELP IDENTIFY STRENGTHS AND WEAKNESSES. ON PAGE 75 THE AUDITORY

MEMORY SPAN TEST IS LISTED AS SUCH A TOOL. BUT MORE INFORMATION IS NEEDED BEFORE THE DECISION IS MADE TO USE IT. THAT INFORMATION CAN BE FOUND IN MATRIX B, PAGES 81 TO 108. NOW FIND AUDITORY MEMORY SPAN TEST IN THIS MATRIX ON PAGE 84. HERE INFORMATION WHICH IS REQUIRED FOR PREPARING THE ASSESSMENT PLAN IS FOUND. YOU WILL NOTE ITS SOURCE IS THE HAPI HANDBOOK, IN WHICH CASE IT WILL APPEAR IN THE HANDBOOK WITH UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. AN INDEX OF THESE TOOLS IS LISTED ON PAGES 111 AND 112. YOU WILL FIND THAT, INDEED, THE AUDITORY MEMORY SPAN TEST IS LISTED AND CAN BE FOUND IN ITS ENTIRETY ON PAGE 121. TURNING NOW TO 121, YOU HAVE LOCATED THE AUDITORY MEMORY SPAN TEST ALONG WITH DIRECTIONS FOR TESTING AND SCORING. LET'S ASSUME THIS TEST DOES SATISFY THE NEEDS FOR ASSESSMENT FOR A GIVEN CHILD. NOW LIST THIS TEST UNDER LEARNING STYLE ON THE ASSESSMENT RECORD. THE PERSON WHO WILL ADMINISTER IT CAN ALSO BE DESIGNATED. NOW YOU HAVE THE INFORMATION YOU NEED TO DESCRIBE THIS TOOL IN THE ASSESSMENT PLAN WHICH MUST BE SUBMITTED TO THE PARENT FOR WRITTEN CONSENT TO ASSESS.

FOR THE PURPOSES OF THIS TRAINING, PROCEED WITH ASSESSMENT PLANNING BY LISTING TESTS APPROPRIATE FOR THE INDIVIDUAL TO BE ASSESSED. FOR THE CATEGORIES VISION, HEARING AND HEALTH STATUS, YOU WILL NEED TO CHECK THE HEALTH CARD OR RECORD TO DETERMINE IF SCREENING OR OTHER TESTING HAS PROVIDED THIS INFORMATION. IF THIS INFORMATION IS LACKING, THE SCHOOL NURSE WILL BECOME A MEMBER OF THE ASSESSMENT TEAM AND THIS SHOULD BE LOGGED-IN ON THE ASSESSMENT RECORD. AN AUDIOLOGIST IS ALWAYS A MEMBER OF THE TEAM WHEN THE SUSPECTED DISABILITY IS HEARING IMPAIRMENT.

ALL THE AREAS OF BEHAVIOR AND FUNCTION LISTED ON THE ASSESSMENT RECORD APPLY TO ALL HANDICAPPED CHILDREN REGARDLESS OF SUSPECTED DISABILITY. HOWEVER, IF THE SUSPECTED DISABILITY FALLS IN THE CATEGORY OF HEARING IMPAIRED, CERTAIN ADDITIONAL ASSESSMENT IS INDICATED, AS DESCRIBED ON PAGES 39 AND 41. PLEASE TURN TO PAGE 39--

DEFINITIONS AND CRITERIA FOR THE HEARING IMPAIRED. THIS INFORMATION IS TAKEN DIRECTLY FROM THE FEDERAL REGISTER AND TITLE 5 REGULATIONS. IN ADDITION TO THE AREAS LISTED ON THE ASSESSMENT RECORD, YOU WILL NOTE THAT CURRENT AUDIOLOGICAL MEASURES OF AUDITORY FUNCTIONING WITH AND WITHOUT AMPLIFICATION ARE REQUIRED. ALSO, THE CURRENT LEVEL OF RECEPTIVE AND EXPRESSIVE COMMUNICATION SKILLS IS SPECIFIED FOR ASSESSMENT. THIS CAN BE RECORDED UNDER THE HEADING--LANGUAGE.

TO AID IN UNDERSTANDING WHAT KINDS OF MEASURES THE AUDIOLOGIST WILL NEED TO USE, A WORKING GUIDE FOR AUDIOLOGICAL SERVICES IN THE SCHOOLS HAS BEEN INCLUDED IN YOUR TRAINING PACKET. THE IMPORTANCE OF THE AUDIOLOGIST AS AN ASSESSMENT TEAM MEMBER, AND, AS A SPECIALIST RESPONSIBLE FOR INTERVENTION IN THE SPECIAL EDUCATION FOR HEARING IMPAIRED IS EMPHASIZED IN THIS GUIDE.

PAGES 41 AND 42 LISTS THE AUDIOLOGICAL SERVICES WHICH, BY LAW, MUST BE PROVIDED FOR THE HEARING IMPAIRED.

YOU WILL FIND A COMPLETED ASSESSMENT RECORD ON PAGE 25a FOR JUAN MARTINEZ, THE FICTITIOUS STUDENT BEING FOLLOWED IN THIS TRAINING.

BEFORE PROCEEDING WITH YOUR NEXT TRAINING ASSIGNMENT, TURN TO PAGE 27 OF YOUR HANDBOOK. STEP THREE: SELECTION OF ASSESSMENT TOOLS IS CONSIDERED HERE.

THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS IS CRUCIAL. THE PERSON ADMINISTERING A TEST MUST BE APPROPRIATELY CREDENTIALED OR LICENSED. WHATEVER INSTRUMENTS SELECTED MUST ALSO BE LINGUISTICALLY APPROPRIATE FOR THE STUDENT. CONSIDERATION NEEDS TO BE GIVEN CRITERION REFERENCED MATERIALS. THESE TOOLS OFTEN GIVE MORE INFORMATION FOR DIAGNOSTIC PURPOSES AND PLANNING INTERVENTION THAN CAN BE GAINED FROM NORM REFERENCED TESTS.

THE PLANNING OF THE ASSESSMENT IS DONE IN COMMITTEE, JUST AS THE WRITING OF THE IEP IS WRITTEN IN COMMITTEE AND THIS COMMITTEE INCLUDES THE PARENT AS AN ACTIVE DECISION MAKING MEMBER. IT CANNOT BE TOO HEAVILY STRESSED, THAT PARENT INVOLVEMENT THROUGHOUT THE ASSESSMENT PROCESS SHOULD BE ENCOURAGED. EVERY EFFORT SHOULD BE MADE TO KEEP THE PARENT INFORMED AND PARTICIPATING AND THESE EVENTS SHOULD BE DOCUMENTED IN THE CHILD'S RECORDS.

ALL TEAM MEMBERS SHOULD CLEARLY UNDERSTAND THE STANDARDS AND PROCEDURES FOR ASSESSMENT AS DEFINED IN TITLE 5 REGULATIONS. IF YOU HAVE QUESTIONS ABOUT INFORMATION ON PAGES 23 OR 27. BE SURE TO GET CLARIFICATION BEFORE YOU PROCEED WITH THE TRAINING TAPE. YOU CAN REFER TO THE TITLE 5 REGULATIONS OR TO YOUR RESOURCE PERSON.

YOUR ASSIGNMENT AT THIS TIME IS TO:

(1) SELECT THE APPROPRIATE TOOLS FOR YOUR PROJECT STUDENT USING PART II IN YOUR HANDBOOK ENTITLED "ASSESSMENT."

(2) LISTS TESTS AND EXAMINERS ON THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT. DATES WILL BE ENTERED AS THE ASSESSMENT PROGRESSES.

REMEMBER, YOU WOULD BE ONLY ONE MEMBER OF AN ASSESSMENT TEAM IN DEVELOPING THE ASSESSMENT PLAN. BUT UNLESS YOU ARE TRAINING WITH A TEAM, IT WILL BE NECESSARY FOR YOU TO ASSUME ALL THE ROLES OF THE TEAM FOR THE PURPOSES OF THIS TRAINING SO THAT YOU WILL UNDERSTAND THE ENTIRE IEP PROCESS.

THIS CONCLUDES THE FOURTH SEGMENT OF THE TRAINING. WHEN YOU HAVE COMPLETED THE ASSESSMENT RECORD, PLEASE PROCEED WITH THE NEXT PORTION OF THE TAPED TRAINING. YOU MAY STOP THE TAPE AT THIS POINT.

HI
July, 1979

SEGMENT V

THROUGH PARTICIPATION IN THE FIRST 4 PORTIONS OF THIS TAPED TRAINING YOU HAVE BECOME WELL ACQUAINTED WITH THE HANDBOOK, YOU HAVE LEARNED WHAT AN IEP MUST INCLUDE, YOU HAVE BEEN ACTIVELY INVOLVED IN THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT, AND YOU HAVE PREPARED THE ASSESSMENT RECORD EMPLOYING THE HANDBOOK TO AID IN DEVELOPING THE ASSESSMENT PLAN.

IT MUST BE EMPHASIZED AGAIN, THAT THE ENTIRE IEP PROCESS IS A MULTIDISCIPLINARY TEAM PROCEDURE WITH ONE MEMBER DESIGNATED AS A COORDINATOR AND THAT THIS TEAM ALSO INCLUDES THE PARENT. THE TEAM COORDINATOR IS CHARGED WITH COORDINATING THE ASSESSMENT PROCEDURES, TIMELINES, AND SCHEDULING FOR THE IEP MEETING IN ACCORDANCE WITH LOCAL POLICIES OR PROCEDURES.

THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN, PAGE 31, CAN NOW BE EASILY DRAWN UP, BASED ON THE INFORMATION ON THE "REFERRAL TO ASSESSMENT TEAM" AND THE INFORMATION RECORDED ON THE ASSESSMENT RECORDS. YOU WILL FIND MATRICES A AND B USEFUL IN PREPARING THIS ASSESSMENT PLAN. THIS PLAN MUST BE SUBMITTED TO THE PARENTS REQUESTING WRITTEN PARENTAL CONSENT FOR ASSESSMENT. PREPARATION OF THIS ASSESSMENT PLAN IS A TEAM FUNCTION AND ITS DEVELOPMENT SHOULD FOLLOW THE PROCEDURES SET UP BY THE LOCAL SCHOOL DISTRICT. NO ASSESSMENT CAN BE INITIATED UNTIL WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED. WITHIN 35 SCHOOL DAYS AFTER RECEIPT OF THIS CONSENT, THE ASSESSMENT, DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES AND THE DEVELOPMENT OF AN IEP IN COMMITTEE SHALL HAVE TAKEN PLACE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS. THE PARENT AS A TEAM MEMBER SHOULD BE INVITED TO BE INVOLVED IN THE ASSESSMENT PROCESS AND TO BE INFORMED AS IT PROGRESSES. THIS PORTION OF THE TRAINING WILL FOCUS ON STEP 4:

DEVELOPING THE ASSESSMENT PLAN AND STEP 5: PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. A QUICK REVIEW OF PAGES 29 THROUGH 33 IN THE HANDBOOK IS ADVISED AT THIS POINT. AS YOU REVIEW THESE PAGES, BE SURE TO ACQUAINT YOURSELF WITH THE NOTIFICATION OF REFERRAL FORM FOUND ON PAGES 31 AND 31b. STOP THE TAPE AT THIS POINT UNTIL THESE TASKS HAVE BEEN COMPLETED.

AS THE TEAM COORDINATOR, FOLLOWING THE "IEP PROCESS LOG" WILL AID IN COMPILING OF INFORMATION FROM OTHER TEAM MEMBERS AND DRAWING UP THE ASSESSMENT PLAN.

THE FORM OFFERED IN THE HANDBOOK ON PAGE 31 ACCOMPLISHES TWO TASKS, IT PROVIDES THE PARENT WITH (1) A WRITTEN NOTIFICATION OF REFERRAL FOR ASSESSMENT AND (2) PROVIDES THE ASSESSMENT PLAN FOR CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES. AT THE TEAM MEETING IN WHICH THE ASSESSMENT PLAN IS WRITTEN, THE TEAM COORDINATOR SHOULD ALSO PROVIDE OTHER MEMBERS WITH APPROPRIATE FORMS FOR GATHERING AND COMPILING OF ASSESSMENT DATA, AND ESTABLISH TIMELINES FOR EVENTS IN THE IEP PROCESS TO OCCUR.

WITH THIS BACKGROUND, YOUR ASSIGNMENT NOW, IS TO PREPARE THE "NOTIFICATION OF REFERRAL-PARENT CONSENT TO ASSESSMENT PLAN--CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES" FORM FOR YOUR PROJECT STUDENT. SUCH A FORM IS PROVIDED FOR YOUR USE IN THE PACKET OF TRAINING MATERIALS. IT IS SUGGESTED THAT YOU REFER TO THE COMPLETED FORM FOR THE FICTITIOUS JUAN MARTINEZ, PAGE 31b, IN PREPARING ONE FOR YOUR STUDENT. THE TESTS YOU LIST SHOULD BE COPIES FROM YOUR ASSESSMENT RECORD. IT IS ASSUMED FOR THE PURPOSES OF THIS TRAINING THAT YOU WILL BE RESPONSIBLE FOR DELIVERING THIS NOTICE TO THE PARENT INCLUDING PARENTS' RIGHTS, OBTAINING CONSENT TO ASSESS, NOTIFYING OTHER TEAM MEMBERS THAT CONSENT HAS BEEN OBTAINED, AND DOCUMENTING ALL OF THIS ON THE "IEP PROCESS LOG" THROUGH ITEM 4.

WITH THESE INSTRUCTIONS CLEARLY UNDERSTOOD, PROCEED WITH DRAWING UP THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. WHEN THIS HAS BEEN COMPLETED, RESUME THE TRAINING ON SEGMENT VI. STOP THE TAPE NOW.

SEGMENT VI

FOR PURPOSES OF THIS TRAINING, IT IS PRESUMED THAT THE WRITTEN PARENTAL CONSENT TO ASSESS HAS BEEN RECEIVED, DOCUMENTED ON THE IEP PROCESS LOG, AND ALL ASSESSMENT TEAM MEMBERS HAVE BEEN NOTIFIED THAT ASSESSMENT MAY PROCEED ACCORDING TO THE ASSESSMENT PLAN AND TIMELINES PREVIOUSLY ESTABLISHED.

THIS TRAINING SESSION WILL ADDRESS STEP 6. CONDUCTING THE ASSESSMENT, PAGES 35 THROUGH 43. THERE IS CONSIDERABLE INFORMATION IN THIS STEP WHICH IS EXPECTED TO BE OF HELP TO YOU IN THE EFFICIENT USE OF TIME AND INFORMATION IN CONDUCTING THE ASSESSMENT, AND RECORDING ASSESSMENT RESULTS. AS YOU REVIEW THIS SECTION--STEP 6--BE SURE TO LOOK CAREFULLY AT THE FORMS. STOP THE TAPE AT THIS POINT AND RESUME IT AFTER YOU HAVE COMPLETED THE REVIEW OF THIS INFORMATION.

WITH YOUR BOOK OPEN AT PAGE 35, YOU ARE READY TO RECORD OBSERVATIONS AND REPORTS THAT ARE AVAILABLE FROM THE CUMULATIVE RECORDS, HEALTH CARDS, AND PARENTAL INTERVIEW. EACH TEAM MEMBER DESIGNATED AS THE EXAMINER ON THE ASSESSMENT PLAN WILL RECORD HIS OWN FINDINGS ON AN ASSESSMENT ANALYSIS. A SAMPLE OF THIS FORM IS ON PAGE 37. A COMPLETED ANALYSIS FOR THE FICTITIOUS JUAN MARTINEZ ON PAGE 37a IS A COMPILATION OF ALL ASSESSMENT RESULTS TO BE CONSIDERED.

A REMINDER MAY BE IN ORDER AT THIS POINT REGARDING CONFIDENTIALITY.

EACH PUBLIC EDUCATION AGENCY HAS ESTABLISHED WRITTEN PROCEDURES AND POLICIES RELATING TO THE CONFIDENTIALITY OF PUPIL RECORDS. CERTAIN ASPECTS ARE MANDATED BY LAW. EACH MEMBER OF THE TEAM MUST ASSUME THE RESPONSIBILITY TO BE KNOWLEDGEABLE OF THESE PROCEDURES AND ADHERE TO THEM.

NONDISCRIMINATORY TESTING IS MANDATED. ASSESSMENT MUST BE ADMINISTERED BY APPROPRIATELY LICENSED OR CREDENTIALED PERSONNEL WHO ARE COMPETENT IN BOTH ORAL AND WRITTEN SKILLS OF THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION AND MUST HAVE BOTH A KNOWLEDGE AND UNDERSTANDING OF THE STUDENT'S CULTURAL AND HISTORICAL HERITAGE. IN ADDITION, WHEN IT IS DETERMINED THAT THE STUDENT IS LIMITED-ENGLISH-SPEAKING OR NON-ENGLISH-SPEAKING, THE ASSESSMENT SHALL BE CONDUCTED IN THAT STUDENT'S LANGUAGE. TESTS AND PROCEDURES MUST CONFORM WITH THE DEPARTMENT GUIDELINES REGARDING NONDISCRIMINATORY ASSESSMENT. ANYONE INVOLVED IN ASSESSMENT IS OBLIGATED TO BE INFORMED REGARDING THIS ISSUE.

EVERY ASSESSMENT MUST INCLUDE ADEQUATE PRECEDURES FOR THE IDENTIFICATION OF PERCEPTUAL PROBLEMS WHICH MAY BE MANIFESTED IN LEARNING PROBLEMS.

THE ACCURACY OF RECORDING THE RESULTS OF TEST DATA CAN NOT BE OVEREMPHASIZED--ACCURACY IN INTERPRETING THE RESULTS PRESUMES CAREFUL ANALYSIS. OFTEN THE SCORE ITSELF IS OF LESSER VALUE THAN THE OBSERVATION OF BEHAVIOR AND FUNCTION DURING THE EVALUATION--AND THIS SHOULD BE NOTED.

A NUMBER OF STANDARDIZED TESTS ARE AVAILABLE WITH ESTABLISHED VALIDITY AND RELIABILITY. NORM REFERENCED TESTS HAVE CONVENTIONALLY BEEN USED TO MEASURE ABILITIES, HOWEVER, MANY OF THESE TESTS PROVE OF LITTLE USE IN PLANNING INSTRUCTIONAL INTERVENTION. ON THE OTHER HAND, CRITERION REFERENCED TESTS CHARACTERISTICALLY DO PROVIDE INFORMATION DEFINING PRESENT LEVEL OF FUNCTION AND STAGE OF DEVELOPMENT. ASSESSMENT MUST ESTABLISH WHERE THE INDIVIDUAL IS NOW AND WHAT THE NEXT STEP NEEDS TO BE. BY RECORDING AND ANALYZING TEST DATA ON THE ASSESSMENT ANALYSIS FORM, INFORMATION IS ORGANIZED TO SHOW WHERE STRENGTHS LIE AND WHERE NEEDS EXIST. THEN BASED ON THESE TWO CONCERNS--STRENGTHS AND NEEDS--POSSIBLE SOURCES OF INTERVENTION CAN BE

PLANNED. THIS ASSESSMENT ANALYSIS HAS PROVEN TO BE OF REAL HELP IN IEP DETERMINATIONS AND IN THE WRITING OF GOALS AND OBJECTIVES IN IEP COMMITTEE. IT IS SUGGESTED THAT THE COORDINATING TEAM MEMBER COMPILE ALL THE ASSESSMENT RESULTS ON ONE ASSESSMENT ANALYSIS FORM AND THEN HAVE THIS COMPILATION AVAILABLE FOR THE TEAM, INCLUDING THE PARENTS, FOR IEP DEVELOPMENT AND DETERMINATION OF SPECIAL EDUCATIONAL SERVICES. SUCH A COMPILATION MAY BE ATTACHED TO THE IEP.

TO DEMONSTRATE THE VALUE OF THE ASSESSMENT ANALYSIS, REMOVE THE ANALYSIS PREPARED FOR JUAN MARTINEZ WHICH IS A COMPILATION FROM ALL EXAMINERS. IT IS FOUND ON PAGES 37a and 37b. ARRANGE IT IN FRONT OF YOU VERTICALLY SO THAT PAGE 37 APPEARS AT THE TOP OF YOUR DESK OR TABLE AND 37b AT THE BOTTOM. THIS WILL PERMIT YOU TO READ VERTICALLY UNDER EACH HEADING. TO PERMIT YOU TO ARRANGE THE PAGES OF THE ASSESSMENT ANALYSIS VERTICALLY IN FRONT OF YOU, STOP THE TAPE HERE,AND START AGAIN WHEN YOU HAVE THE ASSESSMENT ANALYSIS READY TO REVIEW.

NOW WITH A COMPILATION OF ALL TESTS AND REPORTS ON THE ASSESSMENT ANALYSIS FOR JUAN MARTINEZ, THE COMMITTEE IS PRESENTED WITH AN ORGANIZED SUMMARY OF FINDINGS. READING DOWN THE FIRST COLUMN--ASSESSMENT--IT IS SEEN THAT THE AREAS OF BEHAVIOR AND FUNCTION DESIGNATED BY LAW FOR ASSESSMENT HAVE BEEN TESTED. ALSO INCLUDED ARE THOSE SPECIAL REQUIREMENTS UNIQUE TO THE ASSESSMENT OF THE HEARING IMPAIRED--THE AUDIOLOGICAL STUDY AND THE RECEPTIVE AND EXPRESSIVE COMMUNICATION SKILLS. IN SOME CASES, SEVERAL MEASURES WERE USED TO CONFIRM FINDINGS AND TO PINPOINT SPECIFIC NEEDS. THIS IS SEEN IN THE THREE TESTS OF LANGUAGE FUNCTION. NOTE THE FINDINGS, RECORDED UNDER COLUMN 2. NOW COMPARE THESE FINDINGS WITH THE RESULTS OF THE VINELAND SCALE OF SOCIAL MATURITY. READING HORIZONTALLY HERE, IT SHOWS THAT THERE IS DEFINITE NEED FOR IMPROVED COMMUNICATION SKILLS, TOO. SINCE THE AUDIOLOGICAL STUDY SUMMARIZED HERE IS EXTREMELY BRIEF, IT IS RECOMMENDED THAT SUCH A STUDY-IN ITS ENTIRETY-

BE AVAILABLE AT THE E&P MEETING, AND, THEN ATTACHED TO THE IEP ALONG WITH THIS ANALYSIS AFTER THE IEP HAS BEEN WRITTEN. READING THE SECOND COLUMN VERTICALLY--RESULTS AND SCORES--IT IS SEEN THAT THE TEST PROFILE GENERALLY IS FLAT, SUGGESTING THAT LEARNING IN ALL AREAS IS MOVING ALONG AT ABOUT THE SAME RATE.

NEXT, READ COLUMN 3--LEARNING STRENGTHS/STYLES--AGAIN A COMMON THREAD RUNS THROUGH THIS COLUMN. JUAN RESPONDS WELL TO AMPLIFICATION, ATTEMPTS TO USE HIS RESIDUAL HEARING, AND USES BOTH VISUAL AND ORAL CHANNELS SIMULTANEOUSLY, INDICATING A COMPENSATORY SHIFT TO OTHER SENSORY CHANNELS. THIS GIVES VERY IMPORTANT INFORMATION FOR DEVISING THE KINDS OF MATERIALS AND STRATEGIES THAT WILL BEST SUIT JUAN'S NEEDS. LOOKING AT THE RESULTS OF THE VADS, THE WRAT AND THE AUDITORY MEMORY SPAN TEST, IT APPEARS THAT JUAN'S ACADEMIC SKILLS ARE COMPATIBLE WITH HIS RETRIEVABLE SKILLS. AGAIN, THIS IS VALUABLE INFORMATION FOR PLANNING INTERVENTION.

THE 4TH COLUMN--WEAKNESSES/NEEDS--SUGGESTS THAT DEPENDENCY ON HIS HEARING AID, THE LACK OF ESTABLISHED HABITS OF EYE CONTACT, AND THE NEED FOR TACTILE-KINESTHETIC FEED-BACK DURING LOCOMOTION INDICATE STRONG SUPPORT FOR A MULTI-SENSORY APPROACH TO LEARNING. LANGUAGE AND COMMUNICATION NEEDS ARE HIGHLIGHTED HERE, TOO.

THE 5TH COLUMN--SUGGESTED RECOMMENDATION, STRATEGIES, MATERIALS, ETC. --PROVIDES A GUIDE IN SELECTION AND DEVELOPMENT OF CURRICULUM TAILORED TO JUAN'S STRENGTHS AND NEEDS.

BY CONSIDERING ALL OF THE RESULTS LISTED ON THE ASSESSMENT ANALYSIS, IT CAN BE ESTABLISHED THAT THE ASSESSMENT WAS ADEQUATE TO THE EXTENT THAT:

1. AREAS OF SUSPECTED DISABILITIES WERE EVALUATED.
2. EDUCATIONAL PROBLEMS WERE IDENTIFIED.
3. PERTINENT DATA WAS RECORDED AND DATED.
4. APPROPRIATE TOOLS WERE CAREFULLY SCORED AND ANALYZED.
5. LEARNING RATE IN THE PAST SHOWS ACADEMIC PROGRESS HAS BEEN ABOUT 3 MONTHS PER ACADEMIC YEAR, AND IS COMPATIBLE WITH RETRIEVAL AND COMMUNICATION SKILLS.
6. LEARNING STYLE APPEARS TO BE MULTISENSORY, WITH CONSIDERABLE EFFORT MADE TO USE RESIDUAL HEARING.
7. LEARNING POTENTIAL IS WITHIN NORMAL LIMITS.

AS YOUR ASSESSMENT PROCEDURES ARE COMPLETED FOR YOUR PROJECT STUDENT, RECORD THEM ON THE ASSESSMENT ANALYSIS. ALL OF THE DETERMINATIONS FOR WRITING THE IEP SHOULD BE BASED ON THE INFORMATION YOU WILL HAVE RECORDED HERE. PROCEED WITH THE GATHERING OF DATA AS DESCRIBED IN YOUR ASSESSMENT PLAN, COMPILING ON THE ASSESSMENT ANALYSIS THE RESULTS FROM ALL SOURCES. USING THE LIST ON PAGE 43, ASSESSMENT CONSIDERATIONS, DETERMINE WHETHER THE ASSESSMENT FOR YOUR PROJECT STUDENT HAS PROVIDED YOU WITH ADEQUATE INFORMATION. IF IT HAS, YOU SHOULD THEN CHECK OFF #5 ON YOUR IEP PROCESS LOG.

WHEN THE ASSESSMENT ANALYSIS HAS BEEN COMPLETED, START THE TAPE FOR THE NEXT SEGMENT OF TRAINING. THIS CONCLUDES THE SIXTH SEGMENT OF THE TRAINING.

SEGMENT VII

YOU HAVE COMPLETED THE FIRST SIX STEPS IN DEVELOPING AN IEP. THE TEAM COORDINATOR IS NOW RESPONSIBLE FOR NOTIFYING THE PARENTS OF THE MEETING TO DEVELOP THE IEP. THIS MAY NEED TO BE A TWO MEETING ARRANGEMENT AS WAS DONE IN THE CASE OF JUAN MARTINEZ. PLEASE REFER AT THIS POINT TO PAGE 21--THE IEP PROCESS LOG, ITEM #6. LISTED HERE ARE THE STEPS WHICH MUST BE ACCOMPLISHED WITH THE PARENTS NOW. THE DECISION TO BE MADE IS WHETHER OR NOT A NEED EXISTS FOR MORE THAN ONE MEETING TO SUMMARIZE RESULTS, CONSIDER ELIGIBILITY AND SERVICES NEEDED, WRITE THE IEP AND DETERMINE PLACEMENT.

PRIOR TO THE E&P MEETING, ASSESSMENT TEAM MEMBERS ARE ADVISED TO BRING TO THE MEETING WRITTEN NOTES WHICH WILL AID IN THE WRITING OF GOALS AND OBJECTIVES. HOWEVER, THE ACTUAL WRITING OF GOALS AND OBJECTIVES ON THE IEP FORM IS ACCOMPLISHED IN COMMITTEE.

IN PREPARATION FOR THIS MEETING, EACH TEAM MEMBER MUST CONSIDER--ON THE BASIS OF ASSESSMENT RESULTS--APPROPRIATE GOALS AND OBJECTIVES. STEP 7: DETERMINING GOALS AND OBJECTIVES, ON PAGES 45 AND 46 DISCUSSES THIS TOPIC. PLEASE TURN TO THIS STEP NOW--PAGE 45, AND REVIEW THE INFORMATION THERE.

THE LISTS OF EDUCATIONAL SKILLS AND BEHAVIORS OFFERED ON PAGES 47 TO 47d WERE COMPILED TO RELATE DIRECTLY TO THE AREAS OF FUNCTION WHICH MUST BE EVALUATED AS SET FORTH IN PL 94-142. THE LIST OF LANGUAGE DEVELOPMENT SKILLS AND BEHAVIORS FOUND ON PAGES 49 THROUGH 49c WERE COMPILED FOR THE ASSESSMENT OF THE FIVE AREAS OF LANGUAGE DEVELOPMENT--PHONOLOGY, MORPHOLOGY, SYNTAX AND SEMANTICS AND PRAGMATICS. YOUR ATTENTION IS DIRECTED TO THESE TWO PARTICULAR LISTS AS YOU CONSIDER WHAT KINDS OF GOALS AND OBJECTIVES YOU NEED TO CONSIDER FOR YOUR PROJECT CHILD. IF YOU WISH TO STUDY THESE

MORE THOROUGHLY, STOP THE TAPE, AND DO SO NOW.

ON PAGES 53 THROUGH 53d YOU WILL FIND SUGGESTED INSTRUCTIONAL OBJECTIVES FOR ARTICULATION, LANGUAGE, AUDITORY DISCRIMINATION, AUDITORY MEMORY AND PRAGMATICS. THESE WERE INCLUDED IN THE HANDBOOK TO ILLUSTRATE A WAY IN WHICH INSTRUCTIONAL OBJECTIVES CAN BE DEVELOPED IN INCREMENTS TO ATTAIN A TERMINAL OBJECTIVE.

THE INTERVENTION MATRIX IN THE HANDBOOK, BEGINNING ON PAGE 207, LISTS MANY SOURCES OF MATERIALS THAT ARE DESIGNED TO PRESENT PROGRAMS IN A SEQUENTIAL MANNER AND ARE AN AIDE IN WRITING GOALS AND OBJECTIVES. THESE WERE ALSO INTENDED TO HELP IN PLANNING INTERVENTION TECHNIQUES AND STRATEGIES. MANY OF THE MATERIALS LISTED THERE ARE AVAILABLE FOR YOUR INFORMATION AND USE ON A LOAN BASIS FROM PROJECT HAPI'S OFFICE.

THE DETERMINING OF GOALS AND OBJECTIVES CANNOT BE DIVORCED FROM THE SELECTION OF INTERVENTION MATERIALS, THE EIGHTH STEP LISTED IN THE GUIDE ON PAGE 21 IN IEP DEVELOPMENT. THIS STEP IS DISCUSSED ON PAGE 57. THE SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES ON PAGE 59 SHOWS GRAPHICALLY HOW THE DAILY PLANS FOR INSTRUCTION AND INTERVENTION ARE TIED DIRECTLY TO THE STATED GOALS AND OBJECTIVES WHICH ARE DEVELOPED IN THE E&P COMMITTEE.

YOUR ASSIGNMENT NOW IS TO THOROUGHLY ACQUAINT YOURSELF WITH THE INTERVENTION SECTION OF THE HANDBOOK BEGINNING ON PAGE 207 AND CONTINUING THROUGH TO THE APPENDICES. ANOTHER SOURCE OF INFORMATION IN DEVELOPING GOALS AND OBJECTIVES AND IN THE SELECTION OF APPROPRIATE MATERIALS AND TECHNIQUES CAN BE FOUND IN THE COLLECTION OF MODEL IEP'S FOUND IN APPENDIX A. YOU MAY WISH TO ADD MATERIALS OF YOUR OWN TO THE MATRIX AND THE SAMPLE RESOURCE SECTION FOR REFERENCE IN THE FUTURE. WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, PLEASE RESUME THE TAPE. YOU MAY STOP THE CASSETTE PLAYER AT THIS POINT.

SEGMENT VIII

SEGMENT 8 OF THE TRAINING TAPES WILL DEAL WITH STEP 9: THE E&P COMMITTEE MEETING, WHICH IS ADDRESSED IN THE HANDBOOK ON PAGES 61 AND 62. IT IS ASSUMED THAT YOU HAVE READ THIS PORTION. IT MUST BE STRESSED THAT WHILE ONLY ONE MEETING TO PLAN AND WRITE THE IEP IS MANDATED, IT IS RECOMMENDED THAT SCHEDULING MORE THAN ONE MEETING IS A GOOD PRACTICE, REMEMBERING, OF COURSE, THAT THIS INVOLVES ALL REQUIRED PARTICIPANTS, INCLUDING THE PARENTS. THE PARENT SHOULD BE PROVIDED THE OPPORTUNITY TO ACT AS A DECISION MAKER ON AN EQUAL BASIS WITH EVERY OTHER MEMBER OF THE E&P TEAM. IT MUST BE RECOGNIZED THAT THE PARENTS AS WELL AS THE EDUCATORS HAVE A RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN AS WELL AS THE EXPERTISE TO MAKE SOUND DECISIONS.

A WRITTEN REPORT OF THE DECISIONS OR CONCLUSIONS MADE IN ANY MEETING SHOULD BE MADE AVAILABLE FOR THE PARENTS WHETHER OR NOT THEY HAVE BEEN IN ATTENDANCE. THE REPORT FORM ON PAGE 63 ILLUSTRATES SUCH A FORM, AND THE SAME FORM COMPLETED FOR OUR FICTITIOUS CHILD, JUAN MARTINEZ, FOLLOWS ON PAGE 63b. WHEN SUCH A PRELIMINARY MEETING HAS OCCURRED AND A REPORT TO THE PARENT HAS BEEN MADE, CERTAIN ELEMENTS MAY BE ENTERED ON THE IEP FORM PRIOR TO THE E&P MEETING IN WHICH THE IEP IS COMPLETED. THE CHECKLIST FOR EVALUATING THE IEP ON PAGE 65 DESIGNATES THE INFORMATION UNDER ITEMS 1 AND 2 THAT MAY BE COMPLETED PRIOR TO THE WRITING OF GOALS AND OBJECTIVES. THIS CHECKLIST PROVIDES A FORMAT FOR PREPARING AN AGENDA FOR THE E&P MEETING. A SAMPLE AGENDA HAS BEEN INCLUDED IN YOUR TRAINING PACKET. SUCH AN AGENDA PROVIDES A FORMAT FOR ALL MEMBERS, INCLUDING THE PARENT, AND THE STUDENT WHERE APPROPRIATE, TO USE THROUGHOUT THE MEETING. WHILE AN INFORMAL AND COMFORTABLE ATMOSPHERE MAY BE MORE CONDUCIVE TO PARENTAL INVOLVEMENT, SUCH A WRITTEN AGENDA SHOULD BE VIEWED AS A GUIDE TO KEEP THE TEAM "ON TRACK" RATHER THAN A RIGID PROTOCOL.

THE COMPLETED IEP FOR JUAN MARTINEZ IS INCLUDED ON PAGE 67. YOU WILL NOTE THAT THE SPECIAL EDUCATION PLACEMENT IS DESIGNATED AS A HEARING IMPAIRED PROGRAM WITH TRANSPORTATION, HEARING AID EVALUATION AND PROVISIONS FOR AMPLIFICATION AS RELATED SERVICES.

YOU WILL FIND FIVE MODEL IEP'S IN APPENDIX A OF THIS HANDBOOK THAT ILLUSTRATE DIFFERENT HANDICAPS THAT FALL WITHIN THE RESPONSIBILITIES OF THE TEACHER OF THE HEARING IMPAIRED AND AUDIOLOGIST FOR REMEDIATION AND INTERVENTION.

FOR THE PURPOSES OF THIS TRAINING, YOU WILL ASSUME THAT TWO PLANNING MEETINGS WERE HELD TO DEVELOP THE IEP. YOUR ASSIGNMENT FOR THIS PORTION OF THE TRAINING CONSISTS OF THREE STEPS:

1. WRITE A REPORT APPROPRIATE FOR YOUR PROJECT STUDENT ON THE ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION FORM. YOU WILL FIND THIS IN YOUR TRAINING PACKET.
2. COMPLETE THE IEP ASSUMING ALL THE ROLES OF THE TEAM IF YOU ARE TRAINING BY YOURSELF.
3. EVALUATE YOUR COMPLETED IEP BY USING THE CHECKLIST ON PAGES 65 AND 66. ITEM 12-"IEP IS LEGIBLE IN ITS ENTIRETY" SHOULD NOT BE OVERLOOKED. A CHECKLIST IS ALSO PROVIDED IN YOUR TRAINING PACKET.

WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, YOU MAY RESUME THE TAPE FOR THE FINAL PORTION OF THE TRAINING.

SEGMENT IX

THIS IS THE CONCLUDING SEGMENT OF THE TRAINING. YOU HAVE FOLLOWED YOUR PROJECT CHILD FROM INITIAL IDENTIFICATION THROUGH THE MANDATED STEPS TO IEP DEVELOPMENT AND DETERMINATION OF PROGRAMS AND SERVICES. STEP 10: IMPLEMENTING THE IEP, PAGE 69 DISCUSSES THIS STEP BRIEFLY. IN ADDITION, SEVERAL SUGGESTIONS ARE IN ORDER FOR IMPLEMENTATION.

IT IS RECOMMENDED THAT A WRITTEN PLAN OF INTERVENTION BE DEVELOPED PERIODICALLY. IT SHOULD INCLUDE INCREMENTS BUILDING TOWARD THE TERMINAL OBJECTIVES ON THE IEP, STRATEGIES PLANNED, AND THE MATERIALS AND EQUIPMENT NEEDED. A REPORTING SYSTEM TO THE PARENTS SHOULD BE SET UP, WITH A MEANS FOR DOCUMENTING PARENTAL INVOLVEMENT. ANOTHER SUGGESTION TO CONSIDER IN THE IMPLEMENTATION OF THE IEP INCLUDES PREPARING A COPY OF THE STUDENT'S PROPOSED DAILY SCHEDULE FOR THE PARENTS, INCLUDING WHERE INSTRUCTION IS TO TAKE PLACE AND WHO IS RESPONSIBLE FOR THIS INSTRUCTION. MAKING SUCH INFORMATION AVAILABLE TO THE PARENT IS ANOTHER AVENUE IN KEEPING COMMUNICATION CHANNELS OPEN BETWEEN THE SCHOOL AND THE PARENT. WITH IMPLEMENTATION OF THE IEP, YOU HAVE NOW COMPLETED THE IEP PROCESS LOG.

STEP 11: REVIEW OF THE IEP, PAGE 70 REFERS TO TITLE 5 REGULATIONS WHICH ADDRESS THE REVIEW OF THE IEP. THE LAW IS SPECIFIC ABOUT THE NEED FOR CONTINUING ATTENTION TO A HANDICAPPED CHILD'S NEEDS AS THE INDIVIDUAL DEVELOPS. WHILE A REVIEW OF THE IEP MUST BE HELD AT LEAST ANNUALLY AND A NEW IEP WRITTEN, A REQUEST FOR A REVIEW OR REVISION MAY BE SUBMITTED AT ANYTIME BY THE PARENTS, SCHOOL PERSONNEL, A RESPONSIBLE COMMUNITY PROFESSIONAL OR, IF APPROPRIATE, THE STUDENT HIMSELF. IN SUCH AN EVENT, THE E&P COMMITTEE COULD RECONVENE TO RESOLVE THE PRESENTING PROBLEM.

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PAST TRAINEES HAVE INDICATED THEY HAVE FOUND THIS HANDBOOK A CONVENIENT AND HANDY RESOURCE THROUGH THE YEAR. SOME HAVE DESCRIBED IT AS AN "ON THE TOP OF THE DESK REFERENCE." OTHERS HAVE REPORTED HAVING ADDED THEIR OWN MATERIALS TO IT, THUS BUILDING A COMPENDIUM OF RESOURCES.

YOUR FINAL ASSIGNMENT AS A TRAINEE WILL BE DUE AFTER A SEMESTER OF USE WITH THE HAPI MATERIALS. THIS ASSIGNMENT CONSISTS OF EVALUATING THIS HANDBOOK. THE HANDBOOK EVALUATION FORM IS APPENDIX D, PAGES 319 TO 321. YOUR CANDID CRITQUE IS INVITED. THANK YOU FOR YOUR COOPERATION.

Project HAPI

IEP PROCESS LOG

Student ______________________ B/D __________ Grade ____ Teacher ________________

School ______________________ Team Coordinator ________________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .	__________	______
2. Development of assessment plan:		
A. Parent notified of informal meeting.	__________	______
B. Evaluation team members notifed.	__________	______
C. Assessment Record utilized.	__________	______
D. Assessment Analysis provided each team member	__________	______
E. Timelines established for:		
(1) Completion of assessment.	__________	______
(2) Assessment Analysis to be delivered to team coordinator.	__________	______
(3) Psychoeducational study completed (for EH & SDL) .	__________	______
(4) Assessment Analysis compiled by team coordinator. .	__________	______
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.	__________	______
4. Receipt of parental consent to assess documented.	__________	______
5. Conduct assessment per plan (see full Assessment Record). .	__________	______
6. Coordinator collect and compile findings on Assessment Analysis.	__________	______
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.	__________	______
(a) Notice delivered.	__________	______
(b) Report of meeting delivered.	__________	______
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.	__________	______
7. Parent's response to item 6, (1) received/documented. . . .	__________	______
Parent's response to item 6, (2) received/documented. . . .	__________	______

8. Agenda prepared for E&P committee meeting. . . . . __________ ________

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . . __________ ________

   B. Written parental consent for educational placement documented. . . . . __________ ________

10. IEP implemented . . . . __________ ________

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ______________________ Date ____________ Person Initiating Referral ____________

Student ______________________ BD ____________ CA ____________ Sex ____________

Personal Identifier ____________ Current Teacher ____________ Grade ____________ Current Placement ____________

No. Yrs. Enrolled in School ____________ Native Language ____________ How Determined ____________

Parent(s)/Guardian(s) ______________________ Phone ____________

Address ______________________

Native Language of Home ____________ School District of Residence ____________

Assessment Team Coordinator ______________________ Date Referral Received ____________

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

Form 629 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

Form 630—I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

Note: No carbon required.
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WHITE—Project Coordinator
CANARY—Agency File
PINK—Originator

Project HAPI **Page 1 of 2**

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ Date sent ______________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____ EAS, ____ SAT, ____ E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

Form 627–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

______________________________ ______________________________
Parent/guardian signature *Date*

If you have any questions, please call: ______________________________ ______________
Assessment team coordinator signature *Phone*

Please sign and return to:

____

____

____

Date returned: ______________________________

☐ Copy provided to parents in primary language

Form 627–1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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CANARY – Agency File
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Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ____________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m./p.m. located at ______________________
(date) *(time)* *(place)*

for the reasons listed below:

1. Proposed action: ______________________

2. Reasons for proposal: ______________________

3. Options considered: ______________________

4. Reasons for rejection of options: ______________________

5. Assessment procedures used: ______________________

6. Records considered: ______________________

7. Other factors: ______________________

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________________ ______________________________

Parent/guardian signature *Date*

______________________________ ______________________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

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Supt. of Schools, Dept. of Educ.
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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ______________________ BD ________ CA ________

Personal Identifier ______________________ Sex ________

Teacher ______________________ No. Yrs. Enrolled in School ________ Grade ________

School ______________________ Special Program ________

Date of Initial Enrollment in Special Education ________ *Projected Date of Placement ________ Anticipated Duration of Placement ________

Career/Vocation Education Program ______________________

Extent of Regular Class Placement ______________ % P.E. Program ________

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language:

Academics:

Social Adaptation/Emotional Development:

Psychomotor:

Prevocational/Vocational Skills:

Self-Help Skills:

Learning Style (Modality):

Learning Approach (e.g., reflective, persistent, etc.)

Health Status:

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

Date of Meeting ______________________

Parents ______________________ Phone ________

Address ______________________

Native Language of Pupil ______________ How Determined ______________

Native Language of Home ______________ School District of Residence ______________

RATIONALE FOR PLACEMENT

Functional description of handicap:

Specific special education to be provided:

Related services to be provided:

Special material/equipment to be provided:

Provision(s) for possible transition into regular classroom program:

Rationale for Least Restrictive Environment:

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Student ______________________________

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria. Person responsible Date established	Date _______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed
	Person responsible Date established	_______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed
	Person responsible Date established	_______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed
	Person responsible Date established	_______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed
	Person responsibile Date established	_______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed
	Person responsible Date established	_______ Achieved _______ Reviewed _______ *Revision recomm. _______ Parent informed

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Student ______________________________

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria. Person responsible Date established	Date ________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsibile Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

- _____a. Student name
- _____b. Birthdate
- _____c. Chronological age
- _____d. Personal identifier
- _____e. Sex
- _____f. Number previous years enrolled in school
- _____g. Date of initial enrollment in special education
- _____h. Grade
- _____i. Date of meeting
- _____j. Parents
- _____k. Phone
- _____l. Address
- _____m. Native language of pupil, and
- _____n. How determined
- _____o. Native language of home
- _____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- _____a. Communication/language
- _____b. Academics
- _____c. Social adaptation/emotional development
- _____d. Prevocational/vocational skills
- _____e. Self-help skills
- _____f. Learning Style (Modality)
- _____g. Learning approach
- _____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

    _____a. Document person responsible for implementing (not mandated but recommended).

    _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

    _____a. Functional description describes educational need(s) in understandable language.

    _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

    _____c. Related services to be provided describes additional services required to fulfill goals and objectives.

    _____d. Special material/equipment to be provided by school district to meet goals and objectives.

    _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

    _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

    _____a. Teacher
    _____b. School
    _____c. Special program
    _____d. Date of initial enrollment in special education.
    _____e. Project date of placement (note exception).
    _____f. Anticipated date of placement.
    _____g. Career/vocational education program
    _____h. Extent of regular class placement (percent of time on weekly basis).
    _____i. Physical education program

_____7. Secondary level graduation requirements.

_____8. Determination of extended school year services (specificity need).

_____9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____10. Written parental consent to placement as specified documented.

_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

_____12. IEP is legible in entirety.

Proyecto HAPI   1 de 2

RECOMENDACIÓN PARA UNA EVALUACIÓN
CONSENTIMIENTO PATERNO PARA CONSIDERAR UN PLAN PARA EDUCACIÓN ESPECIAL Y SUS SERVICIOS

Nombre del estudiante ______________________________ Fecha de referencia ________________

RAZONES PARA LA RECOMENDACIÓN: su hijo ha sido recomendado al grupo de evaluadores (_____EAS, _____SAT, ____E&P) debido a su comportamiento actual que enseguida describimos:

Posible programa alternativo: ____

El grupo de evaluadores se compone de un personal escolar con sus credenciales debidamente acreditadas y es el indicado para recomendar los servicios especiales adaptados a las necesidades del estudiante. Para poder planear el programa adecuado para cada estudiante, los evaluadores necesitan conducir la evaluación. Dicho plan de evaluación describe a continuación los procedimientos, pruebas, documentación o reportes que se planean usar, incluyendo procedimientos para evaluar la percepción visual y otros problemas de percepción. Todas las pruebas que se usarán son las más apropiadas y no perjudicarán de ninguna manera al estudiante.

PLAN DE EVALUACIÓN - Fecha en que se completará la evaluación ____________________

Persona Responsable	Instrumento de Evaluación	Descripción del Instrumento	Razón para su uso

Forma 627-1/HAPI
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Una copia de los *Derechos de los Padres y del Estudiante*, ha sido incluída para su información. Los padres tienen el derecho de participar y proporcionar información y tomar decisiones referente a la educación de su hijo. Si usted desea más información con respecto a sus derechos o a los procedimientos para ejercer estos derechos, puede comunicarse a la escuela de su hijo o a la oficina del distrito escolar.

> *Doy mi autorización para que las evaluaciones previamente descritas sean llevadas a cabo dentro de un periodo de 35 días después de que la escuela haya recibido esta autorización. Entiendo que los resultados serán confidenciales y que se me invitará a la junta cuando la evaluación se haya completado para ver los resultados y discutir los posibilidades del programa. Es de mi conocimiento que no habrá ningun cambio en la colocación educativa. También acuso de recibo una copia de los Derechos de los Padres y del Estudiante, incluyendo el proceso legal y procedimientos de protección.*

____________________________________ ____________________

Firma del padre o tutor *Fecha*

Si desea mayor información por favor comuniquese con: ____________________________________

Firma del Coordinador del Grupo de Evaluadores

____

Teléfono

Favor de firmar y devolver a:

____

____

____

Fecha de devolución: ____________________

☐ Copia proporcionada a los padres en su idioma nativo

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ESTUDIO PSICOEDUCACIONAL

1 de 2

Proyecto HAPI — Resultados de la Evaluación

Nombre ____________________________ Sexo_____ Fecha de nacimiento__________ _____Grado

(CAC 5 3421 (b) y 45FR 121a.543) El reporte escrito debe incluir una declaración de:

1. Si el niño tiene una desventaja específica para el aprendizaje.

2. Descripción de la desventaja.

3. Razones para llegar a la determinación.

4. Características del comportamiento estudiadas durante el período de observación.

5. Relación de las características en el funcionamiento académico del niño.

6. Resultados conectados con condiciones físicas que pueden afectar educacionalmente al niño, si las hay.

7. Gran discrepancia entre los logros y habilidades que no pueden corregirse sin educación especial y sus servicios relacionados, diseñados para individuos que se ha determinado tienen desventajas en el aprendizaje o de comportamiento.

8. Determinación del grupo de evaluadores sobre efectos ambientales, culturales o desventajas económicas.

Forma 635/HAPI
Junta de Escuelas Depto. de Edu

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de Elemental

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9. Reporte del Psicólogo

2 de 2

En mi opinion profesional ______________________________, las habilidades básicas para aprender estan dentro del alcance normal de los funcionamientos, sobre todo no atribuyen a una retardación mental, ni tampoco por tener conocimientos limitados del idioma inglés. (Este informe no será requerido para individuos cuyos desórdenes en el aprendizaje y de comportamiento sean debido a serios trastornos emocionales o autismo)

____

Firma del psicólogo de la escuela Fecha

Yo certifico que el reporte adjunto refleja mis conclusiones con respecto a ______________

______________________________, basados en los resultados de la evaluación.

(Instrucciones: Un miembro del grupo hay que identificarse como el coordinador del grupo.)

	Fecha
Firma del administrador o su representante en educación especial	
Firma del maestro especializado en educación especial	
Firma del maestro de educación regular	
*Firma del psicológo de la escuela	
*Firma del especialista de oído, habla y lenguaje	
Firma de la enfermera de la escuela	
Otra firma adicional	
Otra firma adicional	
Otra firma adicional	

* psicólogo que ha examinado al estudiante

Cualquier miembro que no esté de acuerdo debe presentar por separado su informe con sus conclusiones. Adjunte dicho informe con este estudio.

Forma 635/MAPI
Supte. de Escuelas, Depte. de Educ.
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ACCIÓN RECOMENDADA POR EL GRUPO DE ELIGIBILIDAD Y PLANIFICACIÓN

Fecha ______________________ Nombre ______________________

Escuela ______________________ Grado ______________________

Estimado ______________________:

El Grupo de Eligibilidad y Planificación (E&P) se reunirá en:

______________ a las ________ a.m. / p.m. ubicado en ______________

(fecha) (hora) (lugar)

Por las razones abajo especificadas:

1. Acción propuesta: ______________________

2. Razones para la proposición: ______________________

3. Opciones consideradas: ______________________

4. Razones por las cuales se rechazaron las opciones: ______________________

5. Procedimientos usados para evaluar: ______________________

6. Documentación a considerar: ______________________

7. Otros factores: ______________________

Forma 620-1/HAPI
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Se requiere su presencia esta junta. *Le suplicamos notificarnos si usted no planea asistir a esta junta.*

Si usted desea, puede invitar a las siguientes personas, por ejemplo: Una trabajadora social, un maestro, un psicólogo o un optometrista para que represente a su hijo o para que proporcionen información que pueda ayudar al comité. Si usted desea hacerlo, por favor complete la parte de abajo de esta forma. Solamente personas que usted autorice pueden participar en esta junta. Queremos hacer de su pleno conocimiento que el Distrito NO tiene autorización ni fondos para pagarle a usted o a la persona que va a representarlo.

Doy mi autorización para que las siguientes personas asistan a la junta de E&P y representen a mi hijo:

Nombre ______________________ Dirección ______________________

Parentesco con el alumno ______________ ______________________

Nombre ______________________ ______________________

Parentesco ______________________ ______________________

Yo, el padre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

Yo, la madre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

______________________________ ______________

Firma del padre o tutor *Fecha*

______________________________ ______________

Firma de la madre o tutor *Fecha*

Favor de firmar y regresar esta forma a:

____

____

Muchas gracias.

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PLAN No. 7: 23-5-79
Proyecto HAPI

PROGRAMA DE EDUCACIÓN INDIVIDUAL

Nombre del Estudiante ________ FN ________ EC ________

Identificación personal ________ Sexo ________

Maestro ________ No. de años en la escuela ____ ____ Grado

Escuela ________ Programa especial ________

Fecha inicial de inscripción en Educ. Especial ____ *Fecha propuesta de colocación ____ Duración de colocación anticipada ____

Carrera y vocación del Programa Educ. ________

Tiempo de colocación en la clase regular ________ % Programa de Educ. Física ________

INDIQUE EL NIVEL ACTUAL DE FUNCIONAMIENTO:

Comunicación y Lenguaje

Academicos:

Adaptación Social o Desarrollo Emocional:

Psicomotor:

Destrezas pre-vocacionales, vocacionales:

Destrezas de esfuerzo personal:

Estilo de aprendizaje (modalidad):

Manera de aprender (por ejemplo,reflectiva, persistente,etc.)

Estado de salud:

*Si al estudiante no se le puede dar la colocación apropiada dentro de los primeros 20 días escolares, exponga la razón de la demora y la fecha planeada para la colocación (CAC 3305(c)):

441

Fecha de la junta ________

Padres ________ Teléfono ________

Dirección ________

Idioma nativo del alumno ________ Como fue determinado ________

Idioma nativo del hogar ________ Distrito Escolar de Residencia ________

RAZÓN PARA LA COLOCACIÓN

Descripción de la desventaja funcional:

Educación especial específica que se va a proporcionar:

Servicios relacionados que se van a proporcionar:

Material especial y equipo que se va a proporcionar:

Medidas necesarias que se tomarán en caso de un posible cambio al programa de clase regular:

Razón para la colocación en un ambiente menos restrictivo

412

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Nombre del alumno ______________________________ 2 de 3

Las personas cuyas firmas aparecen a continuación, atestiguan el procedimiento que se ha seguido con relación al planeamiento instructivo de evaluación, su proceso legal, la colocación o terminación, así como también que el alumno cuyo nombre aparece arriba se ha identificado como el estudiante que necesita (o no necesita) servicios de educación especial, de acuerdo a las leyes y reglamentos federales y estatales. Las metas, objetivos, programas y servicios se determinarán debidamente ya sea si el alumno tiene limitaciones en el idioma inglés o si no lo habla.

xx Firmas de los miembros de comité que participan en el IEP: ______ Fecha ______

Firma del padre o su representante ______

Firma de la madre o su representante ______

Firma del alumno ______

Firma de administrador de educación especial o su representante ______

Firma del maestro de educación regular ______

* Firma del psicólogo de la escuela ______

*Firma del especialista en oído, habla y lenguaje ______

Firma de la enfermera de la escuela ______

Firma del maestro de educación especial ______

Firma del intérprete ______

Otra firma (especifique) ______

Otra firma (especifique) ______

*Especialista que ha evaluado al alumno

xx Indica el coordinador del grupo

Requisitos para pasar al nivel de secundaria (CAC 3306(s)):

Determinación para ampliar los servicios durante el año escolar (CAC 3306(e)):

La firma de los padres o de su representante atestigua el permiso concedido para la colocación de un programa de educación especial como:

____
Especificación de la colocación en educación especial

Firma del padre o su representante ______ Fecha ______

Firma de la madre o su representante ______ Fecha ______

Una forma por escrito y la explicación detallada de los derechos, protección y proceso legal ha sido proporcionada y recibida por los padres de acuerdo a las leyes federales.

Firma del padre o su representante ______ Fecha ______

Firma de la madre o su representante ______ Fecha ______ 441

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royecto HAPI

Nombre del Estudiante ______________________________

Metas Anuales	Objetivos de Instrucción a Corto Plazo	Control de Metas y Objetivos
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación. Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación para la revisión * ______ Información a los padres ______
	Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación para la revisión * ______ Información a los padres ______
	Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación para la revisión * ______ Información a los padres ______
	Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación para la revisión * ______ Información a los padres ______
	Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación Para la revisión * ______ Información a los padres ______
	Persona Responsable Fecha	Fecha Alcanzados ______ Revisión ______ Recomendación para la revisión * ______ Información a los padres ______

*CAC Title 5 - 3307

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Project HAPI Pre-/Post-Test

Questions on Individualized Education Programs

Name:______________________________ Date:____________________

1. The concept of an individualized education program was developed by PL 94-142:

    a. True
    b. False

2. An individualized education program is written for:

    a. children presently unserved
    b. all handicapped children
    c. handicapped children receiving special services
    d. all children
    e. none of the above

3. The maximum life span of an individualized education program is:

    a. one year
    b. three years
    c. not determined
    d. dependent on the completion of objectives
    e. none of the above

4. A complete evaluation of a child receiving special education services shall occur:

    a. prior to initial placement
    b. before placement change
    c. upon request by a teacher or parent/guardian
    d. at least every three years the individual remains in special education
    e. all of the above

5. An IEP is an:

    a. ideal education package
    b. indigestible educational palaver
    c. individualized education program
    d. Ithaca Edsel Plant
    e. none of the above

6. The child's present level of functioning is part of the diagnostic information required in an IEP.

    a. True
    b. False

7. The child's label is part of the diagnostic information required.

    a. True
    b. False

8. Prescriptive information includes annual goals and short-term objectives.

   a. True
   b. False

9. "First-hand" information on IEP regulations can be found in:

   a. The Farmer's Almanac
   b. The Federal Register
   c. State Senate Bill
   d. OCR Bulletin 43
   e. None of the above

10. Necessary services should be delivered to handicapped children by placing them all in a regular classroom.

    a. True
    b. False

11. The IEP is a binding contract.

    a. True
    b. False

12. Who is responsible for implementing the IEP?

    a. The child's teacher
    b. Special teacher
    c. Whoever the E&P committee designates
    d. The parent
    e. None of the above

13. Which of the following is not a requirement under PL 94-142?

    a. Procedural due process
    b. Individualized education programs
    c. Parental involvement
    d. Elimination of special classes
    e. A full service plan by each LEA

14. Although a plan of intervention and instructional activities is not written in the IEP committee and does not require approval, it is mandated by PL 94-142.

    a. True
    b. False

15. A child with a suspected disability may be placed in a special education program for a period not to exceed 20 days prior to the E&P meeting and writing of the IEP.

    a. True
    b. False

16. The team designated to develop the IEP always includes:

    a. school nurse/nurse practioner
    b. the student
    c. the parents/guardians
    d. a special education teacher/specialist
    e. any school personnel who has participated in the evaluation where results are significant to the child's IEP
    f. the receiving teacher(s)/specialist(s)
    g. an administrator/designee

17. It is required that school districts seek out all handicapped individuals between the ages of 3 and 21 by:

    a. September 1, 1978
    b. September 1, 1979
    c. September 1, 1980
    d. September 1, 1981
    e. September 1, 1982

18. Prereferral tasks which do not require written parental consent are:

    a. illegal
    b. screening of speech, academics, hearing, etc.
    c. consultation with other school personnel
    d. search of school history in cumulative records

19. Written parental consent to assess is:

    a. always required
    b. not required when the parent makes a written referral for assessment
    c. not required when the parent makes an oral referral for assessment

20. The parent is always a member of the:

    a. assessment team
    b. E&P team
    c. IEP committee
    d. all of the above

Project HAPI

Pre-/Post-Test
Answer Key and Explanation of Answers

1. FALSE--The concept of writing learning goals, and thus, individualizing teaching and learning has been a part of education for at least 25 years.

2. C------An educational program is written only for those children receiving services.

3. A------The individualized education program (IEP) must be reviewed at least annually.

4. E

5. C------This should be self-explanatory

6. A------Stated in the law.

7. FALSE--Not stated in the law and the philosophy behind PL 94-142 is to reduce labeling.

8. TRUE

9. B

10. FALSE--The concept of the least restrictive placement is that each individual with exceptional needs shall be educated with pupils who are not handicapped, as appropriate to the needs of both. The severity of the handicap may be such that the education of an individual with exceptional needs cannot be achieved satisfactorily in a regular setting.

11. FALSE--The IEP is a statement of services, goals and objectives, etc., not a contract.

12. C

13. D

14. TRUE

15. FALSE

16. C, D, E, G

17. C

18. B, C, D

19. A

20. D

Project HAPI

A Guide for Monitoring the Implementation of the IEP and Compliance of PL 94-142 and Title 5 Regulations

	September 1979		January 1980	
	YES	NO	YES	NO
1. Student's complete IEP is kept in classroom.				
2. An IEP for each student in special education class or program has been written, approved, and signed pursuant to (121a 341) (5CAC3154).				
3. Each IEP contains components listed in handbook, part I.				
4. Intervention and planned activities relate to IEP and goals and objectives.				
5. Evidence exists (documented) showing attempts to implement IEP components in a regular/scheduled fashion have been employed.				
6. Progress or date of achievement of intervention activities has been recorded.				
7. IEP is protected as confidential information pursuant to federal and state laws.				
8. Person responsible for establishing annual goals participated in IEP development.				
9. Person responsible for establishing annual goals developed pupil's intervention activities.				
10. Parents were involved in planning intervention activities.				

	September 1979		January 1980	
	YES	NO	YES	NO
11. When appropriate, student was involved in development of IEP.				
12. As objectives are met, new objectives are developed.				
13. The IEP reflects all areas of instruction that student should receive in a quality program.				
14. Student is receiving all of related services in accordance with his/her IEP. (121a 349)				
15. All needed related services are listed on IEP.				
16. All related services on IEP are available on a regular basis.				
17. All related services on IEP are avaible for an adequate time.				
18. Appropriate supplies and equipment needed to appropriately develop objectives are provided.				
19. New or additional materials can be obtained as needed to meet objectives.				
20. Training has been provided in use of specialized equipment or materials.				
21. Special education student participates in academic activities in regular class.				
22. Special education student participates in non-academic activities in regular education. (121a 550, 553 and 5CAC3155)				

	September 1979		January 1980	
	YES	NO	YES	NO
23. Student has opportunity to participate in school activities and programs regardless of handicapping condition (e.g., access to site premises pursuant to Section 504, Rehabilitation Act).				
24. Special education student is accepted by: a. regular classroom teacher				
b. student in classroom				
c. other staff members				
25. Student is integrated into regular classroom.				
26. Person responsible for establishing objective(s) coordinates school activities with regular classroom teaching: a. by support personnel				
b. conference				
c. memo				
d. informal reports				
e. other				
27. Student is working on activities related to goals and objectives of IEPs.				
28. Activities are individualized to meet student needs.				

	September 1979		January 1980	
	YES	NO	YES	NO
29. Written classwork or evidence of additional activities show student's work is appropriate to goals and objectives stated in IEPs.				
30. All instructional materials and equipment listed on IEP is available in classroom.				
31. Appropriate use of materials and equipment is effectively carried out.				
32. Basic skill areas are part of student's curriculum.				
33. When appropriate adaptive/remedial PE is provided for student based on needs.				
34. Student is provided appropriate nonacademic activities in his/her curriculum: a. art				
b. music				
c. dance				
d. other				
35. Student's classroom provides adequate space, ventilation, acoustics and furniture.				

PROJECT hapi

Pre/Post Training Inventory

Name______________________________ Date______________________________

Please check the response column which best describes your understanding of the following:

	Limited Awareness	Fair Awareness	Good Awareness	Able to Teach Peers/ Parents
1. What is the intent of PL 94-142?				
2. Why is there a need for an IEP?				
3. What must the IEP contain?				
4. Who assumes the responsibility of writing and implementing the IEP?				
5. At what point is written parental consent first required in the process IEP development?				
6. What is meant by due process?				
7. What differentiates goals and objectives?				
8. What are the areas of behavior designated to be assessed per PL 94-142?				
9. What are the special assessment requirements of PL 94-142 that apply only to children with specific learning disabilities?				
10. Who must attend the IEP meeting?				
11. What is meant by "establishing the least restrictive environment"?				
12. What is meant by extended school year services?				

PROJECT HAPI

TO: DATE:

FROM: RE:
BIRTHDATE:

Below is an authorization for you to release any information you have which would assist us in evaluating and determining the needs of the above student. This would include psychological and/or other testing, plus reports of any assessment team committee decisions.

School reports should cover academic achievement, social adjustment, and behavior. Medical data should include name of the doctor, date of examination, medical findings, and reports of special laboratory tests (i.e., EEG and pertinent recommendations and medications prescribed). Recommendations for the educational program would be helpful.

Thank you for your cooperation.

Sincerely,

- -

AUTHORIZATION

TO REQUEST AND RELEASE CONFIDENTIAL INFORMATION

NAME:____ BIRTHDATE:____________

PRESENT SCHOOL:______________________________ GRADE:____________

I hereby authorize____
to release to and/or secure from Psychological Services,__________________
School District, any educational, medical and/or psychological data on the above student. Such information will be shared with appropriate persons and used for professional purposes only.

DATE:________________ SIGNED:______________________________

RELATIONSHIP TO STUDENT______________________

Project HAPI

E&P Committee Action Meeting

Agenda

I. Introductions

II. Purpose: To analyze results, determine adequacy of assessment, consider eligibility for programs and services, and schedule meeting to write IEP.

III. Review of compilation of assessment results recorded on Assessment Analysis:

- A. Determine levels of function:
  1. Communication/Language
  2. Academics
  3. Psychomotor
  4. Social/Emotional Adaptation
  5. Prevocational/Vocational Skills
  6. Self-Help Skills
  7. Learning Style/Approach
  8. Health Status
- B. Determine if assessment has been adequate.
- C. Psychoeducational/Psychological Study
- D. Consider eligibility (according to Title 5 regulations) options for programs and services.

IV. Prepare E&P Committee Action form to be delivered to parents

V. Assessment team coordinator:

- A. Schedule meeting for writing of IEP (time and date to be mutually acceptable by parent(s) and staff)
- B. Deliver E&P Committee Action Report to parent(s)
- C. Prepare agenda, reports and records for E&P meeting
- D. Notify all team members of time and date

ELIGIBILITY AND PLANNING TEAM COMMITTEE MEETING

Suggested Agenda

1. Introduction of members

2. Statement of intent of meeting

3. Validate personally identifiable information on IEP form

4. Inform parent of parent and child rights

5. Assessment results from E&P team members:
    - A. Assessment Analysis
    - B. Psychoeducational Study (EH and SDL)
    - C. Other special reports as determined by disability

6. Writing of IEP (recorded by designated team member)
    - A. Indicate present levels of function
    - B. Establish eligibility
    - C. Determine and write annual goals and instructional objectives
    - D. Determine placement based on goals and objectives, and develop:
        - (1) Rationale for placement
        - (2) Appropriate career/vocational education program
        - (3) Appropriate P.E. program
        - (4) Extent of regular class placement
        - (5) Projected date of placement
        - (6) Anticipated duration
        - (7) Secondary level graduation requirements
        - (8) Determination of extended school services

7. Obtain signatures

8. Tentative schedule for IEP review

PROJECT hapi Update

February 15, 1980

DUE DATE TODAY!!!

Thanks to all the 1979-80 HAPI participants and review panel members who have forwarded the questionnaires, evaluations, posttest data, etc. to the project office. With all this in hand, the project staff is armed with the information needed to write the application for dissemination.

* *

EXTRA! EXTRA! IEP CHANGE

Gordon Duck, assistant superintendent and director, Office of Special Education, California State Department of Education, has pointed out in a January 14, 1980 letter that the recent decision regarding parental consent for the contents of the IEP must be adhered to at this time. Please read this carefully--it is important!

> "Subject: Opinion of the Office of the Attorney General on Parents' Consent Required of the Contents of the Individualized Education Program
>
> The Attorney General's opinion on the subject of individualized education programs and parental consent addresses two substantive issues:
>
> 1. Whether parental consent is required for the contents of a child's individualized education program.
> 2. Whether the hearing procedure established in Title 5, California Administrative Code, Sections 3124(a) and 3308(a), which would permit the override of a parent's denial of consent, is valid and enforceable.
>
> The opinion concludes that parental consent is required for the entire individualized education program for an individual with exceptional needs, not just for the placement component. Furthermore, if a parent refuses to consent to an established individualized education program for his child, there is no procedure which would authorize a local education agency to override the denial of such consent.

EXTRA! EXTRA! IEP CHANGE CONTINUED

Some significant implications of the Attorney General's opinion are as follows:

1. Although the opinion cites and relies only on Master Plan statutory and regulatory authority, the opinion must be applied equally to non-Master Plan areas in order to assure equal protection of the law for all individuals with exceptional needs.

2. As of the date of this communication, all newly developed and revised individualized education programs must have parental consent prior to their implementation. Upon parental request, a pupil's current individualized education program developed or revised prior to this communication must be returned to the parent to solicit consent to the entire program.

3. If a parent does not consent to a pupil's individualized education program or the assessment of the pupil, the local education agency may not implement the individualized education program or assess the pupil. In accordance with the Attorney General's opinion, Sections 3124(a) and 3308(a) of Title 5, California Administrative Code are void and unenforceable. After attempts to reach agreement and obtain parental consent to the pupil's individualized education program or assessment plan have failed, then the pupil would attend the regular school's program, at the grade appropriate to his or her level of educational achievement in accordance with the Attorney General's opinion.

   The fair hearing process is still available, however, to a parent to determine the appropriateness of a contested individualized education program or assessment.

Inquiries regarding this opinion may be directed to the Department's Legal Office (telephone 916-445-4694)." (State Department of Education)

You may wish to discuss this letter with your director of special education. If you need a copy of the above letter, contact Project HAPI's office.

* *

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS

"Short-term instructional objectives" on the IEP, according to the U.S. Office of Education have a "different meaning" than the objectives

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS CONTINUED

in daily or weekly instruction plans. These objectives are simply outcomes or milestones for indicating progress in meeting annual goals. Therefore, these objectives must be completed on the IEP to comply with PL 94-142. (This was addressed in HAPI trainings.)

OE further says that it is not appropriate to place a child in special education and then, later, to develop the IEP. Under PL 94-142, IEPs must be developed and agreed to by professionals and parents before the child is placed in special education. However, at state and local option, teachers can expand the IEP after placement with more specific objectives or lesson plans.

OE says union officials cannot attend IEP meetings if student records are discussed, except with parental permission. HEW's Fair Information Practice Office writes, "It is improper to include parties whose participation is intended to protect the interest of teachers rather than the interest of the student." To do so would violate the confidentiality and procedural safeguards of PL 94-142.

* *

EDITING OF HAPI'S VIDEO PROGRAM NEAR COMPLETION

HAPI's video program EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP will soon be available in a three-part series:

PART I: AN INTRODUCTION TO THE IEP PROCESS

PART II: ASSESSMENT PLANNING
THE FIRST 15 SCHOOL DAY PERIOD

PART III: ASSESSMENT + INTERVENTION = IEP
THE 35 SCHOOL DAY PERIOD

In addition, a guide has been written to accompany the video program. This guide gives a synopsis of each part, some implications for use, discussion questions, and includes masters for overhead transparencies which coordinate with the video presentations.

The evaluations and comments from HAPI participants and review panel members have proven a real help. Project HAPI owes Dr. Doyle Knirk, San Diego County Department of Education, a big "thank you" for the time and direction he has volunteered during the editing of the video program. So, "thank you," Dr. Knirk, your input was most welcome and appreciated!

* *

TEST MANUALS NEEDED

Participants who have borrowed copies of the PIAT, WRAT, and KEY Math for HAPI posttesting please return them as soon as possible. There are others who are waiting to use them.

* *

ATTENTION - HANDBOOK CORRECTIONS

All handbooks - See Appendix B: The Composition of E&P and/or IEP Committee. Note the last category listed, "(d) Orthopedic or Other Health Impaired," column 4 change "yes" to "optional" and column 8 change "yes" to "optional."

The EDUCATIONALLY HANDICAPPED handbook ONLY. On the title page the author's name is misspelled. Change to "Grace Hanggi-Noe." Page iv - The first sentence is in error. Dr. Lawrence C. Barry is the project director (not coordinator). Pages 63 and 64. The pagination of these pages is reversed. Page 63 change to 64. Page 64 change to 63. To accomplish correct sequence you will need to remove the page and use your three-hole punch. While this does not improve the aesthetic quality it does give the correct continuity. (Sorry!)

* *

RECALLING AUDIOCASSETTES FOR THE VISUALLY IMPAIRED HANDBOOK

Problems in the reproduction of the audiocassettes which accompany the VISUALLY IMPAIRED handbook have been found in Segments One and Two. Please check yours. If it is faulty, return it to the project office and it will be replaced. Thanks to the members of the review panel for identifying this problem.

* *

ANY MORE CORRECTIONS?

The project staff appreciates learning of any corrections needed in the project materials. You are encouraged to call 292-3719 to report needed changes.

* *

MORE TO COME. . . . . . . AFTER SPRING VACATION!

PROJECT
hapi

NOVEMBER 1979

DR. BARRY RESUMES AS PROJECT DIRECTOR

Dr. Lawrence Barry is again at the helm as the director of Project HAPI after a year's leave. Included in his many professional activities during a sabbatical leave last year were visitations to a number of districts which have implemented the Master Plan for Special Education. His European tour last summer was reported as a highlight. Dr. Barry returns with innovative ideas and interesting reports. Welcome back!

* *

HAPI HANDBOOKS UPDATED

The five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM for:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded and Developmentally Handicapped
- Educationally Handicapped

were revised to reflect the most recent changes in federal law and specifically the May 23, 1979 California Administrative Code Title 5 regulations. Part I, A Systematic Approach to IEP Development, presents an updated outline and explanation of required IEP components and sequential steps in IEP development following the timelines set out in the law. Forms for Referral to the Assessment Team, Notification of Referral/Parent Consent to Assessment Plan, E&P Team Recommended Action, and the IEP are offered in all handbooks. These forms are also available in Spanish from the project office, 292-3719. The appendices in each handbook now include five or more sample IEPs and a new matrix showing the current composition of E&P teams for different handicaps.

All handbooks sport a new cover using the project logo you see on this update. The handbooks remain the chief vehicle for training, serving as guides and basic materials in the sequential development of IEPs.

* *

AUDIOCASSETTES DEVELOPED FOR EACH HANDBOOK

Instructional audiocassettes, one specifically prepared for each handbook, have been added to the HAPI training package. These cassettes are designed to provide a self-instructional component to the training. The audiocassette is to be used simultaneously with the handbook. Each tape is divided into segments. With each segment of training the trainee, as a team member, is assigned a specific task. Upon completion of the tape and assignments, the trainee will have experienced the entire IEP process as a team member from the point of referral to implementation.

* *

HAPI HAS VIDEOTAPE

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP, a videotape, provides an overview of the IEP process depicting identification, referral, assessment, and IEP planning events in compliance with laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals (e.g., physical therapists, doctors, etc.), and parent/child advocates.

* *

1979-80 HAPI WORKSHOPS

For the third year, Project HAPI has had the privilege of working with master teachers/specialists--a very special group of educators who brought enthusiasm with their expertise to the workshops.

Project HAPI conducted six workshops during August and September. Eight San Diego County school districts and two nonpublic schools participated, sending 51 trainees.

The focus of the training was on a multidisciplinary team approach, stressing the need for each team member to understand the total IEP process. Training was designed for the purpose of offering staff development workshops in the writing of IEPs in compliance with federal laws and the May 23, 1979 California Administrative Code Title 5 regulations. Three models of training were offered this year.

Training Model I provided minimal direct instruction with one and one-half days in the workshop setting. The remainder of the training was accomplished by using the audiocassette with the handbook in a self-instruction situation.

Training Model II was a replication of the past two years' week-long training model. The format was different since the training this year included the use of the videotape and the audiocassettes.

A one-half day orientation was offered through training Model III. Project and trainee responsibilities were explained, the videotape was shown, and each

1979-80 HAPI WORKSHOPS CONTINUED

trainee received the appropriate HAPI handbook, the self-instructional audiocassette, and packet of materials. These trainees then completed the training independently.

All 1979-80 trainees had the option of earning two semester hours of credit through San Diego State University. This option is still open to those who may have decided after the completion of the workshops that they did, after all wish to sign up for credit. Any such person should call 292-3719 and inform Pat Mohr, Project HAPI secretary.

DEADLINE: Registration forms must be in the San Diego State's cashier's office on or before November 15, 1979.

Any 1979-80 trainee, regardless of training model, is invited to contact Jean Chapman, 292-3675, for support in completing responsibilities. All project test results and the three completed IEPs should be finalized and in Project HAPI's office now.

* *

THANK YOU, CHULA VISTA

A special thanks is extended to Chula Vista City School District for arranging for Barbara Karas, language, speech, and hearing specialist, to assist Jean Chapman, project coordinator, during two weeks of HAPI training. Barbara's contribution was a real plus.

* *

YOU MAY BE CALLED . . .(ANY VOLUNTEERS?)

If you were a 1977-78 or 1978-79 HAPI participant, you may be contacted to review and critique the videotape, the audiocassettes, and the revised handbooks. Such a panel will be assembled in the next few weeks. Again, it is your input that is so important in editing the project's materials.

* *

NO HAPI VAN, BUT. . .

Materials are still available for HAPI trainees to use on a check out basis. If you are in need of particular assessment or intervention items, contact the project office. We can use the truck mail to get items to you.

* *

INSERVICE FOR SAN DIEGO COUNTY DISTRICTS

Several inservice offerings with the HAPI videotape, handbooks, and audiocassettes are scheduled for districts who did not participate in workshop trainings this fall. These districts will be requested to react to the HAPI materials, too. If you or your district is interested in such an inservice, you may contact Jean Chapman at 292-3675.

* *

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

* *

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

> "Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).
>
> > "Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."
>
> Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.
>
> Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

* *

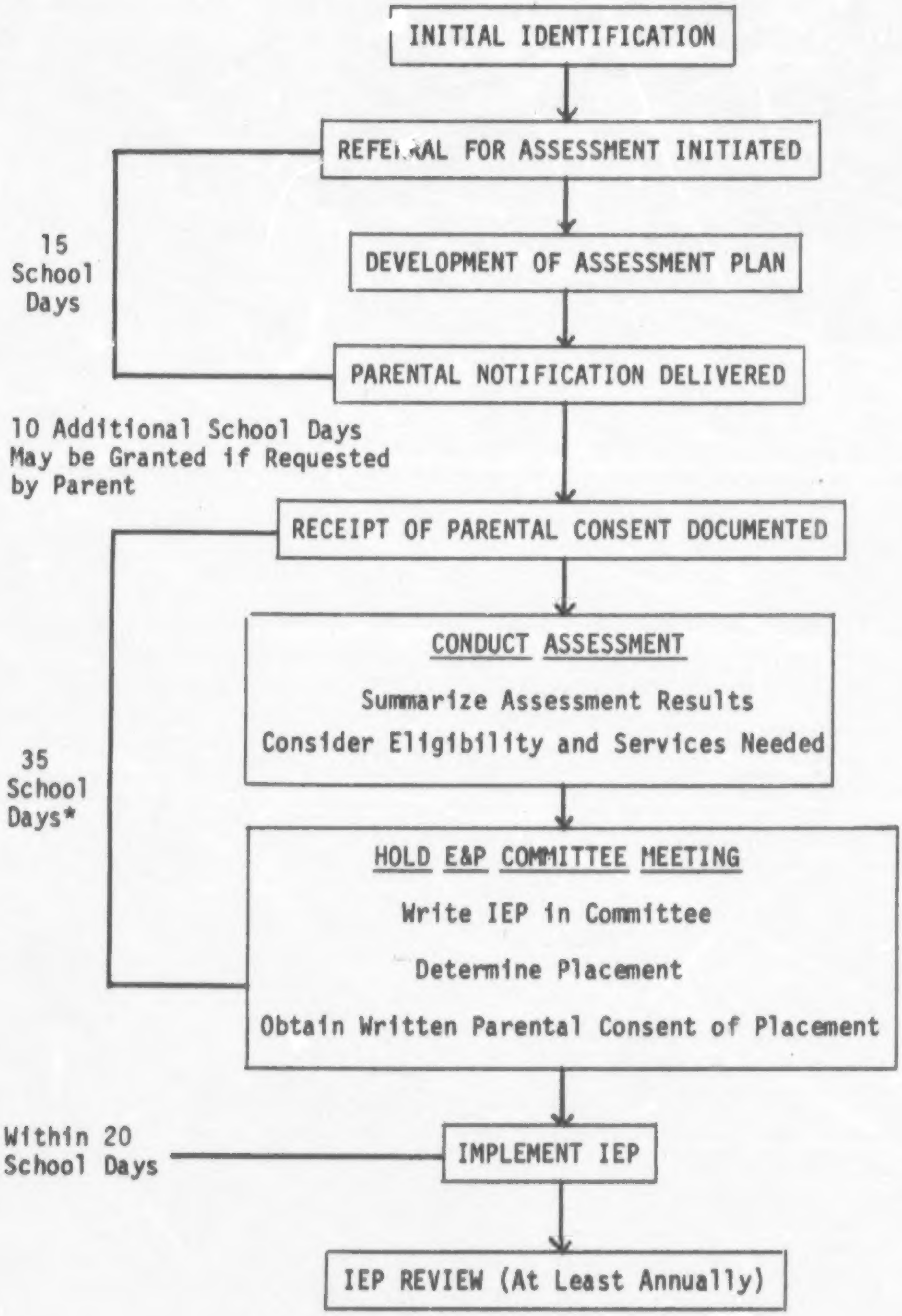
IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
15 School Days
10 Additional School Days May be Granted if Requested by Parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
35 School Days*
IMPLEMENT IEP
Within 20 School Days
IEP REVIEW (At Least Annually)

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

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* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.